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BIENNIAL REPORT

OF THE

SUPERINTENDENT

OF

PUBLIC INSTRUCTION

OF THE

STATE OF IOWA.

NOVEMBER 1, 1897.

HENRY SABIN,
SUPERINTENDENT OF PUBLIC INSTRUCTION.

PRINTED BY ORDER OF THE GENERAL ASSEMBLY.

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DES MOINES:
F. R. CONAWAY, STATE PRINTER.
1898.

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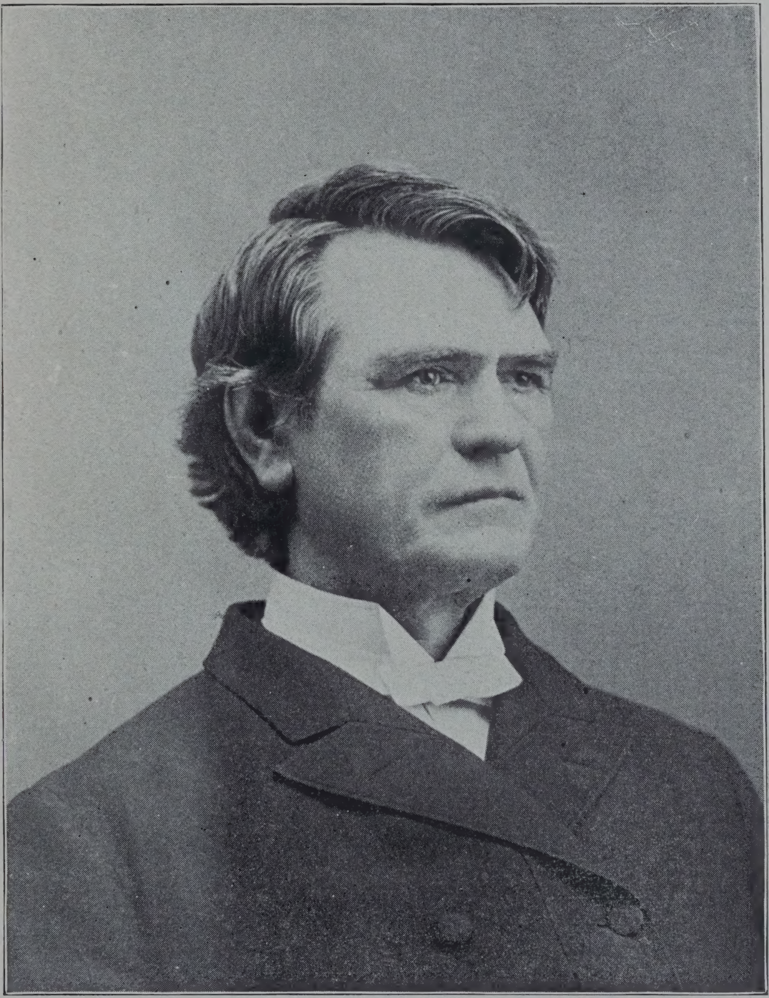

J. C. GILCHRIST.

FIRST PRESIDENT IOWA STATE NORMAL SCHOOL, 1876-1886.

Compliments of R. C. BARRETT,

Superintendent of Public Instruction for Iowa.

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To His Excellency, F. M. Drake, Governor of Iowa:

SIR—In compliance with section 2625 of the code I have the honor to submit to you the report of the department of public instruction for the biennial period ending September 30, 1897.

HENRY SABIN,
Superintendent of Public Instruction.

P 5531
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INDEX TO THIS AND ALL FORMER REPORTS—

GENERAL SUMMARY OF STATISTICS.

SECRETARIES' REPORTS.

SCHOOL DISTRICTS.

	1895.	1896.	1897.
District townships	1,193	1,189	1,190
Independent districts	3,614	3,633	3,647
Whole number of districts	4,807	4,822	4,837
Subdistricts	9,280	9,265	9,311

SCHOOLS.

Ungraded	12,517	12,526	12,578
Rooms in graded	4,777	5,002	5,184
Whole number	17,294	17,528	17,762
Average duration in months	8.0	8.0	8.1

TEACHERS.

Males employed	5,726	5,614	5,824
Females employed	22,117	22,507	22,208
Whole number	27,843	28,121	28,032
Average monthly compensation, males	$ 37.68	$ 38.28	$ 37.01
Average monthly compensation, females	31.63	32.23	31.45

SCHOLARS.

Between 5 and 21, males	362,364	367,009	369,772
Between 5 and 21, females	350,577	353,166	357,922
Total enumeration	712,941	720,175	727,694
Enrolled in public schools	533,824	543,052	546,836
Total average attendance	339,300	345,242	347,620
*Percentage enrollment on enumeration	76.6	76.2	76.0
Percentage attendance on enrollment	63.5	63.5	63.5
*Percentage attendance on enumeration	48.7	48.4	48.3
Average tuition per month per scholar	$ 1.87	$ 1.89	$ 1.87
Average number enrolled to each teacher	30	30	30

* Computed on *enumeration* of previous year, during which these statistics accrued.

SCHOOLHOUSES.

	1895.	1896.	1897.
Whole number	13,613	13,686	13,744
Value	$15,645,543	$15,867,425	$ 16,355,842

APPARATUS.

Value	$ 569,910	$ 597,254	$ 619,833

DISTRICT LIBRARIES.

Number of volumes	151,561	176,519	212,702

SHADE TREES ON SCHOOL GROUNDS.

Number of growing trees	182,610	181,623	198,003

TEMPERANCE INSTRUCTION.

Schools teaching effects of stimulants	16,987	17,220	17,384

TREASURERS' REPORTS.

TEACHERS' FUND.

RECEIPTS.

	1895.	1896	1897.
On hand at last report	$2,058,200 86	$2 194,121.33	$ 2,348,105.77
From district tax	4,305,995.81	4,436,426.63	4,459,044 92
From apportionments	838,531.56	833,631.54	816,044 27
From other sources	140,508.48	154,729 30	129,196.34
Total receipts	$7,343,236.71	$7,618,908.80	$ 7,752,391.30

EXPENDITURES.

Paid teachers	$5,075,492 37	$5,205,287 19	$ 5,264.353.70
Paid for other purposes	73,623.01	65,515.84	82,993.32
Total expenditures	$5,149,115.38	$5,270,803.03	$ 5,347,347.02
On hand	2,194,121.33	2,348,105 77	2,405,044 28
Total	$7 343,236.71	$7,618,908.80	$ 7,752,391.30

SCHOOLHOUSE FUND.

RECEIPTS.

	1895.	1896.	1897.
On hand at last report	$ 395,514.91	$ 353,640.54	$ 323,855.88
From district tax	739,887.26	766,853.88	767,170.59
From other sources	581,090.30	483,812.51	554,340.26
Total receipts	$1,716,492.47	$1,604,306.93	$ 1,645,366.73

EXPENDITURES.

	1895.	1896.	1897.
For schoolhouses and sites	$ 658,656.17	$ 678,063.73	$ 638,485.37
On bonds and interest	520,931.33	438,022.15	549,998.46
For libraries and apparatus	13,430.10	10,692.52	10,344.58
Paid for other purposes	169,834.33	153,672.65	143,056.87
Total expenditures	$1,362,851.93	$1,280,451.05	$ 1,341,885.28
On hand	353,640.54	323,855 88	303,481.45
Total	$1,716,492.47	$1,604,306.93	$ 1,645,366.73

CONTINGENT FUND.

RECEIPTS.

	1895.	1896.	1897.
On hand at last report	$ 543,215.48	$ 590,042.52	$ 683,190.60
From district tax	1,631,354.76	1,654,731.17	1,616,820.48
From other sources	221,379 58	224,209.01	212,937.47
Total receipts	$2.395,949.82	$2,468,982.70	$ 2,512,948.55

EXPENDITURES.

	1895.	1896.	1897.
For fuel, rent, repairs, etc	$1,114,181 10	$1,081,605.96	$ 1,089,972.49
Paid secretaries and treasurers	137,673.02	138,010.88	139,660.93
For records, dictionaries, etc	64,633.39	58,188.92	58,493.70
For free text-books	----------	----------	41,009.51
For general supplies	209,365.61	197,896.29	187,172.37
For other purposes	280,054.18	310,090.05	234,886.51
Total expenditures	$1,805,907.30	$1,785,792.10	$ 1,751,195.51
On hand	590,042.52	683,190.60	761,753.04
Total	$2,395,949.82	$2,468,982.70	$ 2,512,948.55

COUNTY SUPERVISION.

EXAMINATION OF TEACHERS.

	1895.	1896.	1897.
First grade certificates issued	11,848	8,951	4,926
Second grade certificates issued	14,336	15,810	16,021
Third grade certificates issued	1,145	2 529	3,289
Special certificates issued	----------	145	209
Total number issued	27,329	27,435	24,445
Applicants rejected	5,225	5,443	4,832
Total number examined	32,554	32,878	29,277
Certificates revoked	4	3	4
Average age of applicants	25 and 22	25 and 22	25 and 22
No experience in teaching	3,876	3,666	3,639
Taught less than one year	3,852	3 733	3,828
With state certificates or diplomas	677	717	807

VISITATION OF SCHOOLS.

	1895.	1896.	1897.
Schools visited	11,692	10,982	12,636
Visits made during the year	15,167	13,914	16,474
Educational meetings held	1,098	1,347	1,753

APPEALS.

	1895.	1896.	1897.
Number of cases	62	54	36

COMPENSATION OF COUNTY SUPERINTENDENTS.

	1895.	1896.	1897.
Average received per annum	$ 1,220	$ 1,226	$ 1,215

PRIVATE SCHOOLS.

	1895.	1896.	1897.
Number reported	268	270	2 9
Teachers employed	1,401	1,389	1,320
Students in attendance	34,153	36,129	32,430
Number of graduates	1,966	2,221	2,028

TEACHERS' NORMAL INSTITUTES.

GENERAL REPORT.

	1895.	1896.	1897.
Number of institutes held	99	99	99
Continuing weeks	2.3	2 3	2 3
Males in attendance	3,611	3,704	3,737
Females in attendance	18,357	19,204	18,501
Total in attendance	21.968	22,908	22,238

FINANCIAL REPORT.

RECEIPTS.

	1895.	1896.	1897.
On hand at last report	$ 19,794.25	$ 18,188.34	$ 17,835.93
Examination fees	32,554.00	32,878.00	29,277.00
Registration fees	21,968.00	22,908.00	22,238.00
State appropriation	4,950.00	4,950.00	4,950.00
From other sources	1,062.71	832.28	1,265.55
Total	$ 80,328.96	$ 79,756.62	$ 75,566.48

EXPENDITURES.

	1895.	1896.	1897.
For instruction and lectures	$ 52,427.01	$ 51,697.73	$ 51,776.96
For incidentals	9,713.61	10,222.96	9 801.59
On hand	18,188.34	17,835.93	13,987.93
Total	$ 80,328.96	$ 79,756.62	$ 75,566.48

PERMANENT SCHOOL FUND.

	1895.	1896.	1897.
Amount in September	$4,707,608.70	$4,710,218.70	$ 4,724,357.29
Interest on the same	235,663.06	234,918.12	238,910.30

THE COST OF OUR SCHOOLS.

	1895.	1896.	1897.
For teachers' salaries	$ 5,075,492	$ 5,205,287	$ 5,264,354
For schoolhouses, apparatus, etc	1,362,852	1,280,451	1,341,885
For general contingencies	1,879,531	1,851,308	1,834,189
Total	$ 8,317,875	$ 8,337,046	$ 8,440,428

FIGURED ON TAXABLE PROPERTY.

Number of mills for each dollar of assessed valuation.

	1895.	1896.	1897.
Teachers' salaries	9.1	9.3	9.4
Schoolhouses, apparatus, etc.	2.4	2.3	2.4
General contingencies	3.4	3.3	3.3
Total	14.9	14.9	15.1

ON ESTIMATED POPULATION.

For each individual of entire population.

Teachers' salaries	2.46	2.50	2.45
Schoolhouses, apparatus, etc.	.66	.61	.63
General contingencies	.92	.89	.86
Total	4.04	4.00	3.94

ON SCHOOL ENUMERATION.

For each youth between 5 and 21.

Teachers' salaries	7.12	7.23	7.23
Schoolhouses, apparatus, etc.	1.91	1.77	1.84
General contingencies	2.63	2.57	2.49
Total	11.66	11.57	11.56

ON TOTAL ENROLLMENT.

For each scholar enrolled in school.

Teachers' salaries	9.51	9.58	9.62
Schoolhouses, apparatus, etc.	2.55	2.35	2.45
General contingencies	3.52	3.41	3.35
Total	15.58	15.34	15.42

ON AVERAGE ATTENDANCE.

For each scholar actually in attendance the average time.

Teachers' salaries	14.95	14.72	15.15
Schoolhouses, apparatus, etc.	4.01	3.70	3.86
General contingencies	5.54	5.36	5.27
Total	24.50	23.78	24.28

TABULAR EXHIBIT SHOWING THE GROWTH OF THE PUBLIC

Year.	DISTRICTS.			SCHOOLS.				TEACHERS.				PUPILS.			
	District townships.	Independent districts.	Subdistricts.	Ungraded.	Graded.	Average annual session		NUMBER EMPLOYED.		AVERAGE COMPENSATION PER MONTH.		Number of persons between the ages of 5 and 21 years.	Number enrolled in public schools.	Total average attendance.	Average cost of tuition per month.
						Months.	Days.	Males.	Females.	Males.	Females.				
1847	......	416	......	......	......	...	...	......	......	......	......	20,922	2,439	......	......
1848	......	693	......	105	......	...	...	101	23	$15 43	$ 8.20	40,646	7,077	......	......
1849	......	1,005	......	554	......	4	4	336	245	14.53	7.64	50,082	17,350	......	......
1850	......	1,262	......	914	......	3	10	549	250	14.76	8.78	64,336	24,804	......	......
1851	......	1,358	......	1,181	......	...	...	706	432	......	......	77,154	33,040	......	......
1852	......	1,560	......	1,266	......	...	...	806	525	......	...	85,060	33,033	......	......
1853	......	1,761	......	1,379	......	3	12	740	599	......	......	100,083	42,442	24,559	......
1854	......	2,353	......	1,520	......	3	9	961	772	19.61	9.39	111,093	44,115	......	......
1855	*......	......	......	......	......	...	...	......	......	......	......	......	......	......	......
1856	......	2,850	......	2,153	......	..	...	1,279	1,243	14.47	8.23	173,868	59.014	......	......
1857	......	3,265	......	2,703	......	...	...	1,572	1,424	24.38	12.95	195,285	79,670	......	......
1858	† 932	......	4,109	2,200	......	...	...	1,118	1,682	25.33	9.42	233,927	36,574	......	......
1859	† 993	......	4,574	4,243	......	...	...	2,901	2,364	27.68	17.15	240,531	142,849	79,411	$1.10
1860	†1,013	......	4,655	4,927	......	...	..	3,219	3,155	23.76	15.28	244,938	167,869	77,113	1.06
1861	†1,073	......	4,803	5,502	......	...	...	3,763	3,562	24.24	16.20	262,570	183,318	101,893	1.10
1862	†1,105	......	5,057	5,895	......	...	...	3,618	4,187	21.76	14.24	269,522	201,805	100,041	1.02
1863	†1,129	......	5,172	6,237	......	4	2	2,937	5,563	22.00	15.68	281,733	199,750	111.185	1.10
1864	†1,141	......	5,340	6,623	......	5	5	2,815	6,140	25.12	17.60	294,912	210,569	117,378	1.12
1865	†1,171	......	5,572	5,732	......	5	5	2,353	6,467	31.64	22.80	324,338	217,593	119,593	1.36
1866	†1,195	......	5,926	5,900	......	5	4	2,673	6,670	33.60	23.76	348,498	241,827	136,174	1.52
1867	†1,321	......	6,168	6 229	......	5	6	3,676	6,667	35 88	24.64	372,969	257,281	148,620	1.37
1868	†1,412	......	6,410	6,439	212	6	8	4,123	6,846	35.42	25.72	393,630	279,007	160,773	1.32
1869	†1,462	......	6,773	6.788	221	6	12	4,479	7,515	36.96	27.16	418,168	296,138	178,329	1.34
1870	1,176	334	6.986	6,919	213	6	4	4,909	7.806	35.60	26.80	431.134	320,803	202,246	1.32
1871	1,260	344	7,716	7,823	289	6	10	5,483	8,587	36.00	27.80	460,629	341,938	211,562	1.52
1872	1,317	400	8,438	8,156	403	6	10	5.901	9,320	36.00	28.66	475,499	340.789	214,905	1.48
1873	1,266	1,270	7,814	8,397	419	6	10	6,091	10,193	36.28	27.68	491,344	347,572	204,204	1.35
1874	1,195	2,026	7,316	8,797	375	6	14	6,273	10,729	35.95	27.67	506,585	367,095	215,656	2.31
1875	1,134	2.536	7,062	9,203	407	6	16	6,500	11,645	36.68	28.34	533.571	384,012	225.415	2.32
1876	1,099	2,933	7,017	9,454	405	6	16	6,830	12,222	37.27	28.09	553,920	398,825	229,315	2.29
1877	1,086	3,138	7,015	9,948	476	7	5	7,348	12.518	34.88	28.69	567,859	421,163	251,372	1.62
1878	1,119	3,117	7,266	10,218	‡ 2.008	7	6	7.561	13,023	33.98	27.84	575,474	428,362	256,913	1.60
1879	1,140	3,139	7,543	10,457	2.083	7	7	7.573	13.579	31.71	26.40	577,353	431,317	264,702	1.49
1880	1,162	3,192	7,668	10,590	2.209	7	8	7.254	14,314	31 16	26.28	586,556	426,057	259,836	1.56
1881	1,161	3,178	7,808	10,741	2.311	7	8	6.546	15,230	32.50	27.25	594,730	431,513	254,088	1.62
1882	1,170	3,205	8,134	10,751	2,359	7	2	6,044	16,037	35.20	27.46	604,739	406,947	253,688	2.10
1883	1,171	3,189	7,956	10,874	2,720	7	2	5,695	16,521	35.21	27.80	621,042	477,222	276,901	2.15
1884	1,183	3,281	8,395	10,436	2,957	7	4	5,760	17,359	37.40	30.42	623,151	472 966	284,498	2.08
1885	1,202	3,401	8,546	10,949	3,060	7	4	5,809	17,906	37.95	29.45	634,407	477,663	281,794	2.14
1886	1,195	3,340	8,654	11,623	3,201	7	6	5,927	18,748	38.42	29.10	638,156	480,788	284,567	2.18
1887	1,199	3,409	8,661	11.782	3,194	7	8	6,007	18,205	38.00	29.50	638,448	487,169	294,937	2.04
1888	1,193	3,426	8,634	12,065	3,400	7	14	5,595	19,518	36.44	30.05	639,248	477,184	291,070	1.83
1889	1,188	3,451	8,768	12,088	3,523	7	14	5,432	20,361	37.52	30.37	649,606	489,229	304,856	1.79
1890	1,202	3,439	8,875	12,094	3,668	7	16	5,460	21,107	37.09	30.21	660,495	493,267	306,309	1.80
1891	1,198	3,463	8,969	12,178	3,854	7	16	5,228	21,541	37.54	30.52	668,541	503,755	317,267	1.80
1892	1,193	3,532	8,985	12,332	4,123	7	18	4,978	22,275	37.76	30.78	675,024	509,830	321,708	1.81
1893	1,185	3,584	9,145	12,387	4,328	7	16	4,837	23,464	38.73	30.81	687,150	513,614	324,217	1.89
1894	1,191	3,577	9,190	12,456	4,520	7	18	5,281	22,782	38.19	31.60	697,228	523,731	331,408	1.89
1895	1,193	3,614	9,280	12.517	4,777	8	0	5,726	22,117	37.68	31.63	712,941	533,824	339.300	1.87
1896	1,189	3,633	9,265	12,526	5,002	8	0	5,614	22.507	38.28	32.23	720,175	543,052	345,242	1 89
1897	1.190	3.647	9.311	12,578	5.184	8	2	5.824	22 208	37.01	31.45	727.694	546,836	347.620	1.87

* No report in 1855.

† Including independent districts.

‡ Rooms in graded schools.

SCHOOL SYSTEM OF IOWA FROM 1847 TO 1897 INCLUSIVE.

SCHOOLHOUSES.		No. volumes in libraries.	No. teachers' instit'tes held.	EXPENDITURES.				Annual interest of permanent fund.	Total equalized assessment of entire state.	Year.
Total number.	Value.			Teachers' salaries.	Schoolhouses, grounds, libraries, and apparatus.	Fuel and other contingencies.	Total.			
......	....	....	...	....	....	....	....	....	$ 12,271,000	1847
......	....	....	...	....	....	....	.....	$ 2,185	14,450,000	1848
387	$ 38,506	180	...	$ 24,648	$ 18,278	$ 1,812	$ 44,738	6.138	18,509,000	1849
522	68,762	287	...	36,814	30,955	3,450	71,219	17,028	22,623,000	1850
557	63,412	476	...	47,502	25,779	3,475	76,756	23,546	28,465,000	1851
804	99,708	703	...	54,643	18,822	4.425	77,890	20,600	38,427,000	1852
859	144,979	943	...	72,095	31,800	3,730	107,625	36,186	49,540,000	1853
1,005	170,564	576	...	87,817	30,224	3,924	121,965	50,155	72,327,000	1854
......	....	....	...	....	....	....	....	68.796	106,895,000	1855
1,333	265,799	875	...	147,862	128,437	15,442	291,741	102,718	164,395,000	1856
1,686	571,064	623	...	198,142	147,167	19,206	364,515	111,839	210,045,000	1857
2,182	971,004	249	20	148,574	98,719	51,181	298,474	103,966	179,828,000	1858
2,620	1,049,747	627	14	383,589	166,802	67,241	617,632	145,035	197.823,000	1859
3,208	1,206.840	2,325	32	445,468	158,29	52,179	655,938	142,151	193.385,000	1860
3,479	1,288,837	2,995	33	518,591	134,903	40,953	694,447	140,427	177,451,000	1861
3,676	1,290,288	3.888	56	515,939	130,805	49,027	704,771	155,217	175,000,000	1862
4,110	1,394,788	3,857	60	570,115	160,253	58,289	788,657	123,766	167,109.000	1863
4,274	1,739,131	4,840	63	686,672	199,590	78,029	964,291	135,329	165,000,000	1864
4,635	2,183,738	6,389	59	856,725	297,453	111,489	1,265,667	138,840	215,063,000	1865
5,009	2,836,757	10,334	69	1,006,623	572,593	158,739	1,737,955	165,344	220,000,000	1866
5,454	3,450.978	9,303	67	1,161,653	692,034	185,910	2,039,597	177,791	256,517,000	1867
6,000	4,397,944	8,776	65	1,330,823	917,604	415,484	2,662,911	201,403	260,000,000	1868
6,407	5,374,542	8,932	74	1,438,964	941.884	466,186	3,146,034	204,604	295,000,000	1869
6,888	6,191,633	11.399	78	1,636,951	1,038.404	378,065	3,043,420	238.356	300,000,000	1870
7,598	6,868,910	11,482	78	1,900,893	935,617	432,680	3,269,190	226,111	349,038,000	1871
8,253	7,495,926	11,633	85	2,130,047	1,212,722	722,897	4,085.666	249,077	366,076.000	1872
8,856	8,164,325	12,944	84	2,248,676	1,184,083	796,695	4.229,454	275,789	369,124,000	1873
9,228	8,232,935	10,719	92	2,447,430	1,154,745	832,646	4,443,482	304,836	374,340,000	1874
9,528	8,617,956	13,120	97	2,598,440	1,114.684	892,626	4,605,749	318,997	395,423,000	1875
9,908	9,375,833	17,122	98	2,784,099	1,168,057	1,205,618	4.957,774	283.021	401,264,000	1876
10,296	9.044,973	17,329	99	2,953,645	1,106,788	1,136,995	5,197,428	276,960	404,670,000	1877
10,566	9,161,701	20,587	99	3.011,230	1,101,956	990,213	5,103,399	284,013	401,488.000	1878
10,791	9,066,145	22,581	99	2,927,308	1,149,718	979,452	5 051,478	276,218	405,654,000	1879
11,037	9,243,243	22,609	99	2,901,948	1,231,598	787,703	4,921,249	282.903	409,819,000	1880
11,221	9,533.493	26,751	98	3.040,716	1,263,663	825,441	5,129,820	234,622	419,316,000	1881
11,285	9.949,243	27,899	99	3,218,320	1,404,727	935,212	5,558,259	225,997	426,281,000	1882
11,789	10,473,147	31,749	99	3,630,516	1,426,260	1,041.666	6,098,442	229,748	464.105,000	1883
11,975	10,808,093	33,922	99	3,696,453	1,487,395	1,053,123	6,236,971	242,710	464,508,000	1884
12,309	12,690,326	57,095	99	3,777,092	1,227,815	1.049.406	6,054,313	248,260	488,953,000	1885
12,444	11,560,326	46,527	99	3,981,033	1,280,135	1,071,005	6,332,173	250.393	489,540,000	1886
12,631	11,706,439	55,203	99	4,026 919	1,262,794	1,086,756	6,376,469	255.207	500,950.000	1887
12,752	12,007,340	63,169	99	4,107,102	1,251,198	1,048,269	6,406,569	261,763	504.901.000	1888
12,879	12,580,345	74,891	99	4,197.165	1,582,777	1,068,186	6,848 128	263,690	522,567,000	1889
12,997	12,715,766	84.957	99	4,318,871	1,380,668	1,019,778	6,710,317	265,338	520,983,000	1890
13,129	13,184,944	98,701	99	4,458,590	1,611,413	1,074,195	7,144.198	247,686	531,368,526	1891
13,275	13,800,152	106,130	99	4,589,236	1.247,206	1,585,110	7,421,552	233,989	533,988.309	1892
13,433	15,110,494	122,728	99	4,789,323	1,303,970	1,820,082	7,913,375	229.508	565,857,799	1893
13,519	15,007,468	151,904	99	4,957,251	1,471,555	1,831,734	8,260,540	237,067	559,983,362	1894
13,613	15,645,543	151,561	99	5,075,492	1,362,852	1,879.531	8,317,875	235,663	558,985,292	1895
13,686	15,867,425	176.519	99	5,205,287	1,280,451	1,851,308	8,337,046	234,918	555,984,549	1896
13,744	16,355,842	212,702	99	5.264,354	1,341,885	1.834,189	8,440,428	238,910	555,061,274	1897

CONDENSED COMPARISON FOR LAST FIVE YEARS.

ITEMS COMPARED.	1893.	1894.	1895.	1896.	1897.
Number of ungraded schools..........	12,387	12,456	12,517	12,526	12,578
Rooms in graded schools	4,328	4,520	4,777	5,002	5,184
Whole number of schoolrooms.........	16,715	16,976	17,294	17,528	17,762
Average number of days taught......	156	158	160	160	162
Number of schoolhouses............. ..	13,433	13,519	13,613	13,686	13,744
Value of schoolhouses..	$15,110,494	$15,007,468	$15,645,543	$15,867,425	16,355,842
Schoolhouses built during the year ...	No data	347	305	293	241
Schoolhouses with flags.................	2,862	3,446	4,195	4,684	5,505
Enumeration between 5 and 21.........	687,150	697,228	712,941	720,175	727,694
Number enrolled in school..............	513,614	522,731	533,824	543.052	546,836
Average daily attendance..............	324,217	331,408	339,300	345,242	347,620
Average No. enrolled to each teacher.	30	30	30	30	30
Average monthly tuition, per pupil...	$ 1.89	$ 1 89	$ 1.87	$ 1.89	$ 1.87
Male teachers employed...............	4,837	5,281	5,726	5,614	5,824
Female teachers employed...........	23,464	22,782	22,117	22,507	22,208
Total different teachers employed ..	28,301	28,063	27,843	28,121	28,032
Average monthly wages, males	$ 38 73	$ 38.19	$ 37.68	$ 38.28	$ 37.01
Average monthly wages, females.....	30.81	31.60	31.63	32.23	31.45
Teachers necessary to supply all sch'ls	17,084	17,366	17,677	17,861	18,093
Schools teaching effects of stimulants.	15,993	16,686	16,987	17,220	17,384
Teachers enrolled in normal institutes	19,207	22,360	21,968	22,908	22,238
Expended for normal institutes.......	$ 53,208	$ 59,063	$ 62,140	$ 61,921	$ 61,579
Av. yearly salary of county supts.....	1,191	1,203	1,220	1,226	1,215
Paid for teachers' salaries.............	4,789,323	4,957,251	5,075,492	5,205,287	5,264,354
For all other purposes	3,124,052	3,303,289	3,242,383	3,131.759	3,176,074
Total amount expended	7,913,375	8,260,540	8,317,875	8,337,046	8,440,428

TWENTY-EIGHTH BIENNIAL REPORT

OF THE

Superintendent of Public Instruction.

INTRODUCTION.

In submitting this the twenty-eighth biennial report of the department of public instruction, I am happy to be able to congratulate the people of Iowa upon the renewed and increasing interest in public education manifested throughout the state. At the same time I am, more than ever before, impressed with the gravity of the situation. Our public school interests are woven into the framework of society, like the warp and woof into the texture of the web. "We must educate the people." The maxim admits of no discussion. Upon the kind and character of our schools, depends the growth and perpetuity of the republic. It is true that the maxim is trite, but because it is trite, because no man denies it, it must all the more be reiterated, lest, in the pursuit of pleasure, the turmoil of business, the lust of wealth, men forget its binding force and obligation upon the entire citizenship of the state.

To provide for the education of nearly six hundred thousand children is a work of the greatest magnitude. It is not enough that we spend nearly nine millions of dollars upon our schools. Unless the public can be brought to a right conception of what education is, and what it ought to do for the child, a much less sum would do as well. If to read and write and cipher, the mere elements of common English, is all, then it would seem that children should acquire this education in much less time and at a less expense. But if the public ever come, as they are slowly but surely tending, to regard the public school as a training ground for citizenship, as a place for so equipping the child that he may earn his own living and at the same time serve faithfully his day and generation, then they will regard the money expended to support the schools which their children attend as the wisest and best investment of the public funds which can possibly be made. Out of the children in our public schools to-day are to come the future rulers of America. What short-sightedness is it then, what supreme folly, to weigh our dollars and cents, the gold and silver which perishes, against the education of our children.

GROWTH OF IOWA SCHOOLS.

The growth of the tree is a perpetual wonder. From its earliest inception in the seed, which finds its lodgment in the ground, until it reaches its full strength and maturity, it is a series of miracles which the most careful student of nature cannot solve. The growth and development of a great state is similar in kind. The emigrant, attracted by an almost unknown force, builds his cabin within its borders. Then he finds a neighbor, although ten miles may lie between them.

As the ships with their white sails plow the ocean, as the patient camel carries his load across the desert, so the white-topped wagons of the emigrant make their paths over the prairie, the vanguard of the mighty host of a coming civilization. The lonely cabin becomes the center of a thriving hamlet. The log schoolhouse is the common property of all, and often the rallying place for religious meetings, the Sunday school and the election. Roads are built, mail routes are established, and the puffing stern-wheel steamer unloads upon the wharf-boat the necessities of civilized life. Soon the tides of commercial life begin to ebb and flow, and new industries furnish a market for the produce of the farmer.

Everywhere there is the energy and strength which produce life. Villages grow into cities, schools become colleges and universities, churches erect stately houses of worship, and civilization lifts up the standard of culture and the graces of humanity in every community. Lo! in fifty years "the little one has become a thousand and the small one a strong nation."

The growth of our schools has kept even pace with the development of Iowa as a state. Tracing them by decades we learn by contrast what these passing years have wrought. Unfortunately the statistics for 1846 are entirely wanting. We quote however, from a circular of information prepared for the United States Bureau of Education by Prof. L. F. Parker, who has given much careful research to the educational history of Iowa. "When the territory became a state, it contained about 100,000 people, 20,000 persons of school age, 400 school districts, and 100 schoolhouses valued at $135 each."

In the first ten years of her statehood Iowa built over 1,300 schoolhouses, valued at $266,000; 2,153 ungraded schools were established. Twenty-five hundred teachers were employed, more than one-half of whom were men. Male teachers were paid $14.50, and women $8.25 per month. In point of numbers the men continued to hold their own with women up to 1862.

In 1866 there were 5,900 schools, with 9,343 teachers, of which number about twenty-eight per cent were males. The salary paid men had increased to $34 per month and of females to $24. There were then 5,000 schoolhouses valued at nearly $2,900,000. During that year there were about 242,000 pupils enrolled in the schools. The average school year was only five months.

In the next decade, including 1876, the schools increased to 9,859, or nearly seventy-five per cent. There were 19,000 employed as teachers, of whom over one-third were men. There were 399,000 pupils enrolled. Nine thousand nine hundred school buildings were valued at $9,376,000, and the school year was lengthened to six and one-half months.

The reports for 1886 show 14,829 schools, with an average year of over seven months. They employed 24,700 teachers, not quite one-fourth of whom were men. Four hundred and eighty-one thousand pupils were on the rolls as attending some part of the school year, which was over seven months in duration. Eleven million five hundred and sixty thousand dollars were invested in 12,444 school buildings and the school expenditures of the state were above $6,000,000.

The reports for 1897 are not yet tabulated. We avail ourselves of the figures of 1896. In that year there were 28,121 teachers employed, of whom 5,714 were males. The average monthly compensation paid the men was $38.28 and the women $32.23 per month. The school year was raised to eight months. Fifteen million eight hundred and sixty-seven thousand four hundred and twenty-five dollars represented the value of 13,686 school buildings. Of the 720,175 persons of school age, 543,052 were enrolled in the schools. The entire amount paid for school purposes was $8,317,875. These figures are sufficient to show the growth of the schools in the state in point of numbers and in their cost. In many other respects their growth has been still more remarkable.

The earliest settlers of a state must of necessity attend without delay to those affairs upon which they depend to support life. To establish the public school is usually the first attempt of a settlement to act as a social unit. It was so in Iowa. Every year of her existence as a territory saw the free school idea growing in favor with the people. It was not with them what must we do, but rather what can we do, to promote the education of our children.

Academies and colleges were established at an early day. Many of them were ephemeral. Some existed only on paper, others died in the hour of their birth. Yet who can say that the weakest of these did not leave an impress somewhere, and help shape public opinion in favor of higher education?

Iowa had three governors during the eight years that it existed under territorial government. It is worthy of note that the first of these governors in his message urged the adoption of the township as the basis of school organization. It can never be sufficiently regretted that we ever departed from his recommendations.

It was not so much his knowledge of educational affairs, as it was his sound business sense, which led Governor Lucas to see that without proper township regulations, it will be extremely difficult, if not impracticable, to establish a regular school system. The office of superintendent of public instruction was created in 1841 and abolished the following year, against the report of the committee directed to consider the matter. Yet here was the seed from which has grown the necessity for the present office of superintendent of public instruction.

During the years preceding 1846 Iowa had no well matured system of free schools, but the nucleus of such a system existed in the thoughts and intents of the people. Straitened as many of them were by the environments of pioneer life, they could not well then meet a school tax.

The new constitution under which the state was admitted to the union made it the duty of the general assembly to encourage by all possible means the promotion of intellectual, scientific, moral, and agricultural improvement. The first general assembly took up the matter with an earnestness and faithfulness which succeeding assemblies would do well to imitate.

From 1846 to 1856 was a formative period. There was a marked and constantly increasing trend toward free schools. It was in the hearts of the people of those early days to furnish the best possible education to every child living on the soil of Iowa. No student of pedagogical lore ever expressed the aims of our schools better than Governor Hempstead in his message of 1852. He said:

"The first great object of public schools should be to place within the reach of every child in the state the opportunity of acquiring those indispensable elements of education which shall fit him for the enlightened discharge of the social and civil duties to which he may be called."

That was a grand sentiment when it was uttered. Its grandeur and strength has increased with every decade and to-day it proclaims anew the one great necessity of the hour, the education of all the people. Horace Mann was altogether right when he said, "Educate the people. Educate them in those great eternal principles of justice and right which underlie the entire extent of human exertion." So also J. W. Grimes, a name greatly honored in our history, then governor of the state, said in his message in 1854: "The state should see to it that the elements of education, like the elements of universal nature, are above, around, and beneath all." He continued: "The statistics of the penitentiaries and almhouses throughout the country abundantly show that education is the best preventive of pauperism and crime. Education, too, is the great equalizer of human conditions. Every consideration of duty and policy compels us to sustain the common schools of the state in the highest possible efficiency." Would that the men who frame and make our laws in the legislatures of later days might learn lessons of wisdom and justice from these far-seeing men, the founders of the state, who in their times endeavored to shape and mould the educational policy of Iowa.

The first man to occupy the office of state superintendent was Hon. James Harlan. Venerable in years, renowned for wisdom, loaded with honors both by the state and the nation, his intellect unimpaired and his interest in the welfare of his country undiminished, long may he abide in our midst; late may he return unto heaven. He, with his successor, Thomas H. Benton, Jr., laid the foundations for our magnificent school fund which now amounts to over $4,700,000.

For the first ten years of her existence as a state, Iowa had no free school system. In 1856 Governor Grimes appointed Horace Mann, Amos Dean, and F. E. Bissell commissioners to revise the school laws, and their report was made in 1858. Although the report of the commissioners was not adopted, it was the beginning of a new order of things. The odious rate-bill disappeared and the schools were henceforth to be supported by the property of the state. In a word, the schools became free schools open alike to the children of every citizen. We are in need of two amendments to complete the work so auspiciously begun. A free text-book law and a compulsory attendance act. The former we already have in part, the latter is yet to be inaugurated. Both of these are necessary to the growth of our school system, if we expect it to be productive of the highest good. No public school is free in the broadest sense of that term, unless it provides without expense to the pupils everything which is necessary to their progress. Other states are moving in that direction and Iowa should not allow herself to be left behind in the race.

But when the schools are thus supported by the public, what reason can be adduced why children should be allowed to grow up in ignorance of the very elements of education. Yet such is the fact in every city in Iowa. A compulsory law, wisely framed, with reasonable requirements, and vigorously executed, is a necessity which must be met in the near future. The reason for it is found in the acknowledged truth that the most dangerous foe to republican institutions is an ignorant populace armed with the ballot.

There is no question that the commission favored the township system, and they set forth their reasons in strong language. Still the law of 1858 favored the formation of independent districts and at a later date the rural independent district came into existence. It is the old man of the sea clinging to the educational neck of Iowa. There seems to be no possible means of escape from his clutches. Governor after governor, the state superintendents in an unbroken line, prominent educational men, have remonstrated in vain, and in vain have attempted to secure a simpler organization. It will remain rooted in the prejudices of the people, until better ideas of school economy render it odious.

Out of this law of 1858, however, there arise two lines along which the growth of Iowa schools is most hopeful. The first of these is in the direction of higher education by the state. As early as 1849, the Second General Assembly provided that the electors of any district might determine whether a school of a higher grade should be established, the number of teachers to be employed, and the course of study to be pursued therein. The Sixth General Assembly in 1857, alive to the interests of the schools in a growing state, in the chapter which provides for the better regulation of public schools in cities, towns, and densely populated school districts, made it the duty of the board of directors after providing for the primary schools in its district, also made it its further duty to establish in said district a suitable number of other schools of a higher grade or grades, and gave it the power to decide what branches shall be taught in such schools. Two-thirds of the board had power to introduce the study of other languages besides the English. The succeeding Seventh General Assembly in 1858 made most ample provisions for the establishment of county high schools. The act is in many of its features vastly superior to anything we have on our statute books to-day. It is not the purpose of this paper to follow the growth of high schools in the state. We only desire to establish the fact that there can be no question concerning the intentions of the early settlers as to higher education. They had no thought of confining the education furnished by the state to the rudimentary branches. They threw the schoolroom door wide open to every child and then in the spirit of the age took the necessary steps to open the way for a close connection between the common schools and the state university. The children of the rich and the poor, of the learned and unlearned, are alike in the eyes of American law. The state proffers to each and every one not the right to exist as a slave, but the divine right to grow to the full stature of an American citizen, and for this purpose offers the means whereby he may, if he will, obtain the best education which he is capable of receiving. In other words, the state as a matter of high public policy, furnishes the child with the means of making the most he can of himself, because this is necessary to the welfare of society and to the existence of the state. Some one says: "Far above and beyond all special qualifications for special pursuits is the importance of forming into usefulness and honor the capacities which are common to all mankind." The man is the trunk; the occupations and professions are only different qualities of the fruit yielded. The development of the common nature of the germs of intelligence, uprightness, benevolence, truth, belongs to all. These are necessary in every sphere of life, while special preparation for the field or the shop, for the farm or the desk, for the land or the sea, is but incidental.

The present law, passed in 1862, gives the board of any district the power to establish graded or union schools and to employ a suitable person to superintend them. The constitution authorizes the courses in the collegiate and scientific departments of the state university to commence where the courses in the high schools terminate. It is impossible for the careful student of the educational history of Iowa schools and their growth, to divest himself of the thought that the men to whom under God we are indebted for much which has made Iowa illustrious, intended to establish a system of public education, complete in every part from the primary room to the state university. There has been a marvelous increase since the days when Nestlerode established the first union school at Tipton, and Dennison graded the schools of Muscatine. The growth, however, has reached a point where it needs more stringent and more specific control and direction.

There are many high schools in which the course of study is too heavy. In some cases such courses are maintained at the cost of poor instruction in the lower grades. There are others, in which one instructor, or at most two, must carry along a full four years' work, and of course can do it only in a very superficial manner. The high schools ought to be placed, as in adjoining states, under state inspection and control. This has become absolutely necessary to anything looking to the symmetrical growth and development of our school system. While we claim the undisputed right of the state to maintain and carry on a system of higher education, that right should be exercised with due regard to the character of the instruction afforded, and to the ability of the taxpayers to meet the expenses. The high school is simply a part of the common school, and the less it has in its name and customs which seem to ape the college, the better it will do its legitimate work. But few, comparatively speaking, pass from the high school to the college. Many drop out at the end of the eighth grade, others can spend two years more in school, fewer yet complete the entire twelve years. The work undertaken by the higher grades is all the more important, because wherever and whenever the child leaves the school, he ought to have attained that strength of character, that integrity and firmness in morals, that intellectual clearness of insight, which will fit him to conquer the temptations, to endure the labors and to solve the problems which throng the pathway of every man's life.

The other line of growth leads in the direction of special preparation for the teacher's work. The necessity for this was seen and acknowledged at a very early date in the history of Iowa. Although for the first thirty years after she was admitted to the union, the state supported no normal school, still the normal school idea is seen to pervade many of the school enactments of the earlier legislatures. The teachers of the state, almost as soon as they were united in the state association, went to work with great vigor to obtain normal schools at public expense. The Second General Assembly authorized the state superintendent to divide the state into three normal school districts and in 1849 a state normal school was opened at Andrew in Jackson county. In 1857 an act was passed authorizing the state treasurer to pay $1,000 each to the normal schools at Andrew and Oskaloosa. In the act of 1858 provisions were made for educating teachers in the high schools of each county, for the establishment of a normal department in the university, and for the special training in that institution of young men to act as instructors in the high schools. It was evidently the intention of all these enactments to encourage young men and young women to prepare themselves for doing the best work possible in the schools.

The duty of equipping teachers for their work in the public schools belongs primarily to the state for the unanswerable reason that the highest interests of the state are affected by the quality of the instruction given in her schools. It is not that the money paid to an inefficient teacher is lost, for that can be replaced. The children have lost time which can never be reclaimed. They have been robbed of their rightful heritage and they are fortunate indeed if they have not formed habits which will cripple them for life. Nor is this all. Every teacher who enters the schoolroom without special preparation for the work of instruction, who has no high ideal of what a teacher ought to be, helps to lower the general average of citizenship, and thereby renders the state an easier prey to the wiles of the place-hunter and the demagogue.

The future of our school system is dependent almost wholly upon this question of special preparation of teachers. Our state university is fast taking equal rank with the best institutions in the northwest. The chair of pedagogy is ably filled and is producing good results. The state normal at Cedar Falls is exceeding in its usefulness the expectations of its friends. While the agricultural college at Ames is not a part, strictly speaking, of our common school system, yet it sends out annually from its graduates many very competent teachers. The establishment of a chair of pedagogy in that institution ought not longer to be delayed. The normal institutes are an invaluable aid, but if they could be placed under a system of close supervision and inspection by the state their worth to the cause of education could be more than doubled. Still after all, the fact is apparent to everyone that the greatest need of the state is more extended facilities for educating teachers. We must have more normal schools in Iowa and we must fight it out on this line if it takes another generation.

There are other lines of growth, but these are those which in the future will meet the most strenuous resistance. Here the battle for good schools, for universal education, is to be fought. It will be lost or won just in proportion as we are false or true to the spirit of the fathers of Iowa.

The changes contemplated by the code of 1897 are commented upon in another place. I believe however that, if the law is wisely administered, they are such as will conduce to the rapid development of our school system.

IOWA IN COMPARISON WITH NEIGHBORING STATES.

At this period in the history of Iowa, I have thought it useful as a matter of information to incorporate as a part of this report the following tables taken from the report of the United States commissioner of education for 1895–96. They include the statistics from the north central group of states to which Iowa naturally belongs. A careful inspection will show some facts worth our consideration. Thus in the columns showing the average monthly salary of teachers, Iowa is the lowest but one as regards females, and the lowest as regards males. In the number of school buildings Iowa leads, and in the value of school property she is fifth. She is the third in total revenue for school purposes, and in the amount raised from local taxes. Iowa, Kansas and South Dakota are the only states which levy no state tax for schools. Thus it is readily seen that Iowa stands well up towards the head in every respect except the salaries of teachers, nor is the discrepancy here as great as appears at first sight. Iowa is an agricultural state. It has no cities in which so great a number of males are employed at large salaries as to greatly affect the general average, and the avreage salary paid teachers in Iowa comes very nearly being the average paid rural teachers. However, when we learn that in Iowa the average length of the school year is only eight months, so that in many places it is seven months or less, and that many teachers are employed at much less than the average salary, we cannot wonder that our schools do not accomplish all that we desire of them.

STATE.	AVERAGE MONTHLY SALARY OF TEACHERS.		Number of buildings used as schoolhouses.	Estimated value of all school property.
	Male.	Female.		
Ohio	$ 42.00	$ 39.00	13,072	$ 40,175,975
Indiana	48.25	40.25	9,890	18,867,494
Illinois	59.76	50.63	12,632	43,765,475
Michigan	46.17	35.09	7,835	16,766,882
Wisconsin	65.27	32.21	6,795	11,100,000
Minnesota	47.30	34.96	6,670	14,271,771
Iowa	**38.28**	**32.23**	**13,686**	**15,867,425**
Missouri	49.50	42.50	10,076	15,032,082
North Dakota	40.29	34.84	2,032	1,926,420
South Dakota	---------	---------	3,524	3,434,805
Nebraska	44.53	37.58	6,720	8,779,760
Kansas	43.82	35.58	9,418	10,145,631

RECEIPT OF SCHOOL MONEYS.

STATE.	Income from permanent funds and rents of school lands.	FROM TAXATION.			From all other sources.	Total revenue (excluding balance on hand and proceeds of bond sales).
		From state taxes.	From local taxes.	Total from taxation.		
Ohio	$ 257.214	$1,741,649	$ 9,941,618	$11,683,267	$ 532,814	$ 12,473,295
Indiana	604,056	1,708.008	3,911,440	5,619,448	413,252	6.636,756
Illinois	689,348	1,000,000	13,133,810	14,133,810	812,709	15,635,867
Michigan	312,000	570,081	4,461,875	5,031,956	528,994	5,872,950
Wisconsin	200,000	657,848	3,870,286	4,528,134	518,058	5,246,192
Minnesota	418,172	702,518	3,264,362	3,966,880	480,139	4,865,191
Iowa	**235,609**	----------	**7,456,035**	**7,456,035**	**862,751**	**8,554,395**
Missouri	682,386	686,802	5,006,683	5,693,485	48,771	6,424,642
N. Dakota	153,551	154,964	620,903	775,867	88,221	1,017,639
S. Dakota	146,220	----------	1,006,968	1,006,968	186,669	1,339,857
Nebraska	425,000	140,000	2,090,125	2,230,125	591,100	3,246,225
Kansas	420,713	----------	3,331,408	3,331,408	125,345	3,877,466

HIGHER EDUCATION.

As this is the first report from the department of public instruction since Iowa celebrated the semi-centennial of her admission to the union I have thought it proper to present a few statistics which show her relative educational standing among the great states of the northwest. They are taken from advance sheets of the report of the United States commissioner of education for 1895–6, courteously loaned this department for this purpose.

The following summarized statistics of higher education in the north central group of states includes students in undergraduate and graduate departments of universities and colleges, colleges for women, schools of technology, and in professional schools and departments:

STATE.	MALES.	FEMALES.	TOTAL.
Ohio	6,450	2,080	8,530
Indiana	3,226	800	4,026
Illinois	9,252	2,291	11,543
Michigan	4,030	1,119	5,149
Wisconsin	2,009	590	2,599
Minnesota	2,461	740	3,201
Iowa	**3,020**	**1,051**	**4,071**
Missouri	4,696	1,685	6,381
North Dakota	87	44	131
South Dakota	272	146	418
Nebraska	1,162	579	1,741
Kansas	1,648	852	2,500

PROPERTY OF UNIVERSITIES AND COLLEGES IN EACH STATE.

STATE.	LIBRARIES.		Value of scientific apparatus.	Value grounds and buildings.	Productive funds.
	Bound volumes.	Pamphlets.			
Ohio	404,296	77,321	$ 864,400	$ 7,507,038	$ 7,592,177
Indiana	187,840	10,250	344,000	4,047,422	1,977,643
Illinois	519,647	112,774	841,700	8,060,338	8,993,605
Michigan	206,367	69,096	948,350	2,111,793	1,601,292
Wisconsin	116,146	24,245	654,200	2,276.000	1,422,862
Minnesota	85,130	20.750	235,800	2,682,740	1,609,751
Iowa	**146,670**	**21,100**	**355,772**	**2,506,765**	**1,543,171**
Missouri	154,162	41,597	402,200	4,455,000	3,454,839
North Dakota	7,300	2,500	28,000	208,000	30,000
South Dakota	14,893	4,061	23,300	429,050	89,485
Nebraska	63,460	6,197	205,866	1,827,000	1,271,184
Kansas	92,521	16,705	247,900	1,731,000	556,000

PROPERTY OF SCHOOLS OF TECHNOLOGY.

STATE.	LIBRARIES.		Value of scientific apparatus and libraries.	Value grounds and buildings.	Productive funds.
	Bound Volumes.	Pamphlets.			
Ohio	1,000	----------	$ 75,000	$ 425,000	$ 2,000,000
Indiana	14,739	4,297	300,000	555,000	860,000
Illinois	15,000	----------	438,000	500,000	1,500,000
Michigan	30,348	6,700	186,761	457,736	547,279
Iowa	**11,000**	**2,000**	**110,000**	**376,000**	**681,034**
North Dakota	2,782	600	15,514	100,500	----------
South Dakota	4,831	9,443	29,000	130,000	----------
Kansas	16,376	5,300	125,000	265,000	502,352

STATISTICS OF UNIVERSITIES AND COLLEGES.

NAME.	LIBRARY.		Value of scientific apparatus and library.	Value of grounds and buildings.	Productive funds.	From tuition fees.	From productive funds.	From state or municipal appropriations.	INCOME.		Total income.
	Bound volumes.	Pamphlets.							From United States government.	From other sources.	
S. U. of Wis.	38,000	12,500	$ 500,000	$1,250,000	$ 450,000	$ 30,000	$ 22,500	$ 282,000	$ 37,000	$ 28,500	$ 400,000
S. U. of Ill.	28,500	6,200	175,000	620,000	453,996	22,171	24,713	333,300	36,000	28,409	444,593
S. U. of Minn.	44,000	17,000	135,000	1,587,000	1,174,067	53,500	51,838	110,071	37,000	16,000	268,409
S. U. of Iowa	**42,000**	------	**200,000**	**460,000**	**230,000**	**56,269**	**16,234**	**65,500**	----------	----------	**138,003**
S. U. of Mo.	25,126	30,122	136,500	898,000	1,226 839	14,208	61,476	77,577	34,858	7,062	195,181
S. U. of Kan.	25,000	------	200,000	400,000	235,000	410	8,000	108,000	----------	----------	116,410
S. U. of Neb.	33,877	------	150,000	700,000	1,000,000	2,870	60,000	63,572	36,000	7,000	169,442

STATISTICS OF UNIVERSITIES AND COLLEGES IN IOWA.

NAME.	LIBRARY.		Value of scientific apparatus and library.	Value of grounds and buildings.	Productive funds.	INCOME.					Benefactions.	Amount of property, endowment and funds received from private sources.
	Bound volumes.	Pamphlets.				From tuition.	From productive funds.	From state or municipal appropriations.	From other sources.	Total income.		
Coe College	2,500	1,000	$10,000	$ 300,000	$ 100,000	$ 3,400	$ 5,000	---- --	$ 600	$ 9,000	$ 2,000	---- ----
Charles City College	1,000	500	100	40,000	16,000	2,800	1,000	---- --	700	4,500	---- --	$ 56,000
Wartburg College	1,400	400	2,500	75,000	---- ----	2,676	---- --	---- --	5,750	8,426	---- --	---- ----
Amity College	2,500	-- --	3,500	35,000	33,000	2,400	2,600	---- --	1,000	6,000	---- --	68,000
Luther College	7,755	-- --	10,000	80,000	8,527	1,879	475	---- --	-- --	2,354	---- --	---- ----
Des Moines College	3,000	1,000	5,000	50,000	55,000	2,200	3,338	---- --	2,938	8,476	---- --	---- ----
Drake University	4,500	1,500	20,000	145,000	159,830	29,096	9,434	---- --	415	38,945	25,000	160,000
Parsons College	5,000	2,000	10,000	90,000	170,000	3,500	9,000	---- --	-- --	12,500	3,000	---- ----
Upper Iowa University	5,000	1,000	12,000	80,000	51,000	9,000	1,800	---- --	-- --	10,800	3,000	141,000
Iowa College	22,000	-- --	5,000	150,000	300,000	18,800	22,000	---- --	1,700	42,500	7,000	500,000
Lenox College	2,560	1,500	3,500	31,000	8,000	2,966	450	---- --	125	3,541	---- --	---- ----
Simpson College	3,000	1,600	6,400	100,000	65,014	8,393	3,939	---- --	1,746	14,078	2,700	171,414
State University of Iowa	42,000	-- --	200,000	460,000	230,000	56,269	16,234	$65,500	-- --	138,003	---- --	25,000
German College	900	-- --	400	20,000	25,800	1,250	1,500	---- --	750	3,500	---- --	---- ----
Iowa Wesleyan University	4,000	1,000	1,000	300,000	60,000	3,400	3,500	---- --	4,000	10,900	6,000	70,000
Cornell College	14,055	5,000	18,538	280,000	100,000	21,375	4,137	---- --	500	26,012	6,914	318,538
Oskaloosa College	4,000	-- --	10,000	30,000	20,000	1,200	1,200	---- --	-- --	2,400	---- --	---- ----
Penn College	4,500	1,000	8,000	75,000	30,000	5,966	1,200	---- --	500	7,666	10,000	110,000
Central University of Iowa	4,000	-- --	2,000	27,000	23,000	---- --	---- --	---- --	-- --	---- --	---- --	---- ----
Morningside College	1,000	500	2,000	75,000	---- ----	4,500	---- --	---- --	2,500	7,000	10,500	50,000
Buena Vista College	1,000	1,000	150	35,000	---- ----	2,000	---- --	---- --	1,000	3,000	---- --	---- ----
Tabor College	8,000	1,500	23,884	46,000	88,000	5,600	5,000	---- --	3,324	13,924	3,324	---- ----
Western College	3,000	600	18,000	62,765	---- ----	6,000	---- --	---- --	1,000	7,000	17,000	---- ----

STATISTICS OF UNIVERSITIES AND COLLEGES IN IOWA.

LOCATION.	NAME.	Year of opening.	Religious denomination controlling.	STUDENTS.											
				PREPARATORY DEP'T.		COLLEGIATE DEP'T.		GRADUATE D'PARTMENT.				PROFESSIONAL DEP'TS.		TOTAL NUMBER.	
								RESIDENT.		NON-RESIDENT.					
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
Cedar Rapids	Coe College	1881	Presb.	17	31	40	39							57	70
Charles City	Charles City College	1891	M. E.	32	13	2	2					3		89	56
Clinton	Wartburg College	1868	Luth.	46	1	22								68	1
College Springs	Amity College	1855	Nonsect	98	108	24	15							122	123
Decorah	Luther College	1861	Luth.	120		80								200	
Des Moines	Des Moines College	1865	Bapt.	42	45	52	25							94	79
Des Moines	Drake University	1880	Christian	179	95	86	64	4	1			264	39	506	314
Fairfield	Parsons College	1876	Presb.	35	23	58	34							93	57
Fayette	Upper Iowa University	1857	M. E.	179	90	96	47		2	1	2			276	141
Grinnell	Iowa College	1847	Cong.	103	96	118	91	4	1	8	3			231	245
Hopkinton	Lenox College	1858	Presb.	19	20	38	41	1	1					58	62
Indianola	Simpson College	1867	M. E.	83	54	40	26							235	245
Iowa City	State University of Iowa.	1855	Nonsect			339	158	28	19	18	10	764	32	1093	214
Mt. Pleasant	German College	1873	M. E.	3	4	3						15		21	4
Mt. Pleasant	Iowa Wesleyan University	1844	M. E.	56	31	64	57							146	194
Mt. Vernon	Cornell College	1857	M. E.	157	135	168	109	2	1					327	245
Oskaloosa	Oskaloosa College	1862	Christian	23	30	18	5							41	35
Oskaloosa	Penn College	1872	Friends	65	52	51	45			1	1	14	4	124	131
Pella	Central University of Ia.	1853	Bapt.											83	75
Sioux City	Morningside College	1890	M. E.	125	55	43	23							168	78
Storm Lake	Buena Vista College	1891	Presb.	8	4	5	3							65	49
Tabor	Tabor College	1866	Cong.	62	59	31	15							93	74
Toledo	Western College	1856	U. B.	65	38	29	23							94	61

It is impossible to name the institutions which exercise the right to confer degrees in Iowa. There is need of a legal definition of what constitutes a standard college. The Pennsylvania law provides as follows:

"No institution shall hereafter be chartered with power to confer degrees unless it has assets amounting to $500,000 in buildings, apparatus, endowments for the exclusive purpose of promoting instruction, and unless the faculty consists of at least six regular professors who devote all their time to the instruction of its college or university classes," and that "no baccalaureate degree in arts, science, philosophy or literature be conferred upon any student who has not completed a college or university course covering four years."

As Pennsylvania is older and more wealthy such a restriction would seem too stringent for Iowa, but there should be some provision of law limiting the power to confer degrees. I have no disposition to discredit the work done by the smaller and younger colleges; they are a blessing to the community in whose midst they are located. There should be no legislation to hinder them in their work. Such a provision however, would prove a blessing to this class of colleges because it would stimulate their friends to so increase their endowments as to bring the funds and the professional work up to the required standard. At the same time it would protect them and the stronger and older colleges and universities against the competition of a class of institutions which have no foundation entitling them to the right to confer degrees. Such a statute would raise the standard of Iowa degrees and make them worth striving for by all young men and women. It would also give to the degrees conferred by our institutions a value and standing in other states which at present they do not possess. While it is not the province, as it is not desirable, for the state to aid denominational colleges or to interfere with their management, the state might in some such way as here indicated recognize their worth and give them a protection for which I believe they would be most grateful.

STATE EDUCATIONAL INSTITUTIONS.

There are but three institutions under state care in Iowa, which are strictly educational in their functions. To say that these institutions which are provided as the means of advancing the education of our children are a burden upon the taxpayers, leeches upon the public purse, that they conspire and combine to loot the state treasury, is an evidence either of wickedness or of weakness, and sometimes of both. Every cent the state has expended upon these institutions of learning is a permanent investment, the interest of which will accrue to the benefit of future generations. We must educate the people. It can only be done by educating the children. Grown up men and women are beyond the reach of the schools. The state cannot provide too generously for those whose minds are in a formative period. Only by so doing can life be made more tolerable for our children, and the next generation be placed on a higher plane than this. The spirit which prompts the friends of education to urge upon the legislature the justice and wisdom of providing promptly and generously for the wants of these institutions is that of an intelligent people making provision for the future welfare of their children. The increased growth of the state in population will call for increased expenditures in supporting schools. The man who does not understand and appreciate this, lacks the very first elements of statesmanship. Does it pay in dollars and cents to support these schools?

Without attempting to demonstrate the affirmative to this question, I am permitted to quote the following from an article by Dr. Harris, the United States commissioner of education:

> It is surprising to the person who has not become familiar with the facts to learn that the total number of years' schooling that each person on an average is getting in the United States is only four and three-tenths, nearly four years of this being furnished by public, and less than six-tenths years by private schools. But the amount that Massachusetts is giving is six years and eighty-six hundreths, or two and one-half years more than the general average.
>
> The total production of the labor of the people of the United States for 1880 was about forty cents apiece per day for each man, woman, and child; but the production of Massachusetts with its average of seven years of schooling for each inhabitant was nearly double that of the average for each inhabitant of the whole nation. I have made on different bases three estimates, using the data given by Col. C. D. Wright in his census of the state for 1885. The lowest estimate gives sixty-eight per cent more than the national average, the second eighty-four per cent; the third and best one exactly one hundred per cent. The population of Massachusetts is four

per cent and its production is eight per cent of that of the whole nation. Who that looks at modern productions of industry and considers how much of it is due to machinery for its management on alert and educated intelligence, can fail to see the relation of the schools of Massachusetts to its phenomenal production of the items of wealth?

No one who studies statistics in connection with the history of any state can deny that it pays to educate the wage earner not alone from a philanthropic, but also from an economic, standpoint. There is, however, an argument stronger than this. The future rulers of America, the men who are to mould our politics and shape the policy of the nation during the first half of the twentieth century are the children of the laboring classes; of the men who are earning their living and the means of educating their children by their daily toil. Better than riches for our children is the inheritance of a land in which life and property are secure; a land in which dwells a people in the full enjoyment of an enlightened and educated liberty.

The experience of the past two years convinces us that it would be wise to inaugurate the policy of erecting only fireproof buildings hereafter at these institutions. The security of life and property, the preservation of valuable collections and expensive apparatus would compensate the state, many times, for the extra cost of such buildings. In addition to this every new building at a state institution should be such as to advertise the greatness, the growth, the liberality of Iowa. Moreover, we must build for the future. It is false economy, it is a waste of public funds, to erect cheap, inexpensive buildings hardly adequate to meet even the pressing wants of the present year. It is time for Iowa to adopt the broader policy of administering the affairs of these institutions so as to aid the development of her vast resources along all lines of growth, looking to the future while she plans generously for the present.

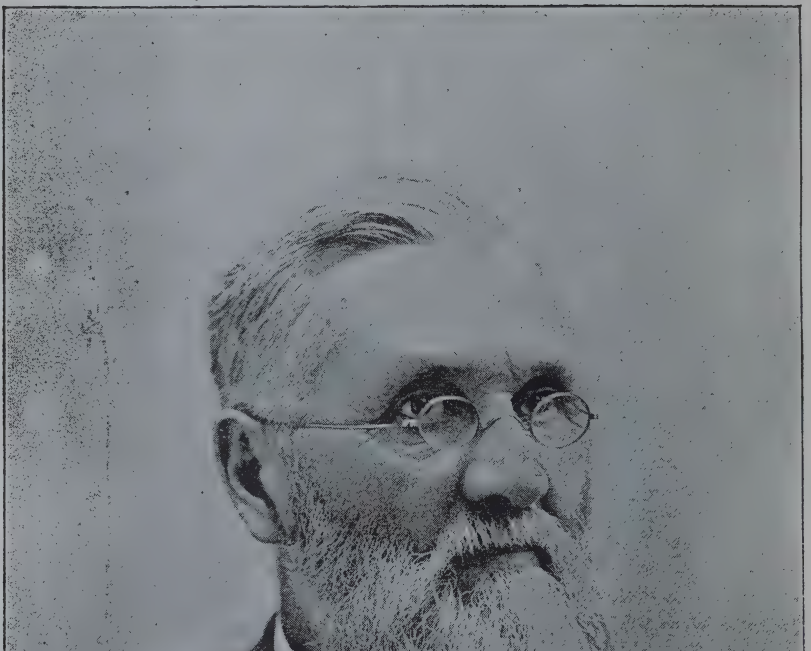
STATE UNIVERSITY.

The great loss to the university through the destruction of its library by fire will seriously cripple the usefulness of the institution unless it is repaired as rapidly as possible. Reference is especially made to the report of the regents to the governor of the state, and to the recommendations contained in it. No modern university, however, can hope to attract students unless it can offer them the best possible facilities for reading, for reference, and for original investigation. On another page under the head of Higher Education, can be found a table taken from the report of the United States commissioner of education for 1895–6, showing the relative standing of the libraries in those institutions with which our university is brought into closest competition.

We live in an age of books. Very much of the education which our children receive is the result of original investigation and research. More than that the age is progressive. New discoveries and inventions in the arts and sciences are constantly coming to light. Literature drinks in the same spirit of the age, and new estimates are placed upon historical writings, as well as upon poetry and fiction. A library which twenty years ago was thought amply sufficient to meet the wants of the students, unless it has been plentifully replenished, would to-day be considered antiquated and almost useless.

The library is the heart of the university, to paralyze it is death. Its throbs are felt in all departments, and every student gathers strength and inspiration from the lifegiving influences which flow from this central fount. The duty of the present is to build the library up, year by year, through generous appropriations, and at the earliest possible date to put it into a fireproof building, beyond all reach of destruction by that element. The state university of Iowa, in spite of limited means, is achieving a most gratifying reputation for itself. But as long as it is deficient in appliances for instruction, apparatus for illustration, and in comfortable, wholesome recitation rooms, our young people will seek out of the state the advantages which they cannot find at home. The shortsighted policy which drives our young people away from Iowa to obtain a liberal education is neither economical nor wise. Sometime the people of the state will realize it, and then they will demand the inauguration of a more liberal policy, at the hands of the legislature. The law of 1896 giving the university the benefit of a tax of one-tenth of a mill for five years was a step in the right direction. The university needs permanent funds. The tax of one-tenth of a mill is a burden upon no one, yet it yields a sum which, in the aggregate, is a great help to the university. The limit of five years should be extended at least to ten.

Iowa does not want a university which is such only in name. It is a wasteful policy to give it only enough from time to time to keep it alive. There is an economy which tendeth to poverty. It is that which deprives our young people of the means



J. L. Pickard

PRESIDENT IOWA STATE UNIVERSITY, 1878-1887.

of gaining a desired education at home or forces them to seek it in the institutions of neighboring states.

As a matter of history we append a list of those persons who have held the office of president of the university:

Dr. Amos Dean, 1855–58.
Dr. Silas Totten, 1860–62.
Dr. Oliver M. Spencer, 1862–67.
Prof. N. R. Leonard (acting), 1866–68.
Dr. James Black, 1868–70.
Dr. George Thacher, 1871–77.
Hon. Christian W. Slagle, 1877–78.
Dr. Josiah L. Pickard, 1878–87.
Dr. Charles A. Schaeffer, 1887–.

Dr. J. L. Pickard is the only ex-president living. He resides at Iowa City, in quiet seclusion, and yet exerting a strong influence for good in the community, and among the students of the university.

THE NORMAL SCHOOL.

I do not feel that there is any danger of commending too highly the work done at the state normal school. While special reference is made to the report of the trustees of that institution to the governor of the state, it is proper to add in this connection that the appropriations asked for are only such as are imperatively demanded by the interests of the school. It is the only state normal school in Iowa. Pupils come to it from nearly every county in the state. Its graduates are in constant demand as teachers in our graded schools. The larger proportion of its students who cannot remain to graduate, go out into our common schools, instructed in the best methods and inspired to do better work. The first board of trustees was organized June 7, 1876, with Hon. H. C. Hemenway as president. At that time the board of the Soldiers' Orphans' Home turned over the property as required by the act of the Sixteenth General Assembly. At the same time Prof. J. C. Gilchrist was elected as principal. The first term opened September 6, 1876, with an enrollment of twenty-seven students. Of the faculty as composed at that time, two members, Prof. M. W. Bartlett and Prof. D. S. Wright, still retain their connection with the school. Miss Anna E. McGovern has also been connected with the school since its foundation, either as student or teacher. Pres. J. C. Gilchrist died August 12, 1897, at Laurens, in this state, full of years and good works. An appropriate obituary notice of him will be found in another place in this report.

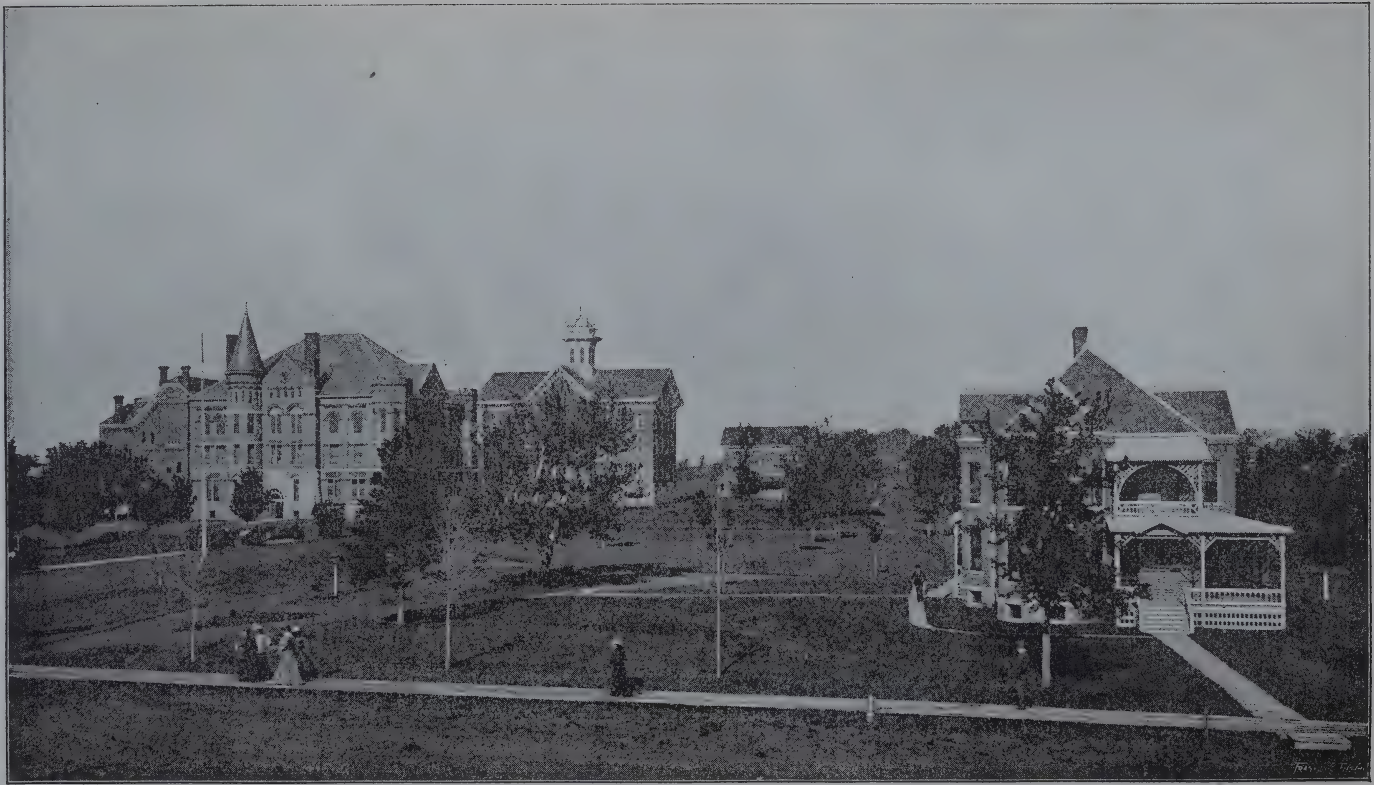
The summary at the end of the catalogue for 1876–77 shows an attendance of males, 50; females, 105; total, 155; with four members of the faculty. The attendance during the fall term of 1897 is nearly 1,500, and the faculty has increased to 34. The secret of this growth is because there is a demand for teachers who are trained for their work. The state will continue to increase in wealth and population. There is no possible way to stop it. To say that Iowa is too poor, that taxes are too high, that we cannot afford to meet increased demands, does not fill the conditions which confront the state. The school is to-day working up to its full limit. Without larger appropriations there can be no increase in its usefulness. The school speaks for itself through its history. It has a body of alumni, the larger part of whom remain in the state, and they are making their influence felt as an educational force among the people in our district schools. I know, from an intimate acquaintance with the work of this institution, what it is worth to our schools, and so I honestly and conscientiously commend it to the favorable consideration of the general assembly.

The following table shows the number of graduates each year since the school was established:

GRADUATES IOWA STATE NORMAL SCHOOL.

1876–77	4
1877–78	21
1878–79	22
1879–80	30
1880–81	35
1881–82	37
1882–83	16
1883–84	13
1884–85	30
1885–86	19
1886–87	25
1887–88	31
1888–89	53
1889–90	65
1890–91	79
1891–92	107
1892–93	128
1893–94	147
1894–95	129
1895–96	136
1896–97	127
Total	1,254

Of the graduates of the school, 514 are at present teaching in Iowa; 81 are teaching in other states and elsewhere; 95 are students in universities and colleges. Most of these are teachers who expect to resume that work after a year or so of study; 98 have abandoned teaching and gone into other work, but all of these persons have taught more or less since graduating. One hundred and seventeen are on the retired and married list.



SOUTH HALL. CENTRAL HALL. NORTH HALL. PRESIDENT'S HOUSE.

IOWA STATE NORMAL SCHOOL, CEDAR FALLS.

These persons are also teachers and many of them have taught five or more years since receiving their diplomas. Deceased 21, unknown 8. This makes a total of 934. The full number of graduates is 1,254. This difference is explained by the fact that a large number have finished both the three years' and four years' courses of study, and have graduated in two classes.

In addition eighty-eight have received certificates in the primary teachers' course. Four of these are married and not teaching; four are students in other schools; three are teaching outside of Iowa, and the remaining seventy-seven are teaching in the public schools in this state.

This, however, does not measure the full usefulness of the school, as by far the larger number of those who attend leave before the completion of their course to teach in the country schools, or in those of the smaller villages.

The buildings, as well as the library and apparatus, of this school ought not to be useless to the state during one-fourth of the year. The following is taken from the report of the committee on rural schools to the national educational association:

> There should be a summer term for rural school teachers in every normal school in the United States. The plant of the normal school has cost thousands, in some cases hundreds of thousands of dollars, and for two or three months in the summer this investment remains entirely unproductive. The success of the summer term in the University of Chicago is significant, and the plan adopted this year in all the state normal schools of Minnesota, sets the example for the nation.

Something of this kind was successfully attempted at Cedar Falls last summer, and plans are in process of formation to increase its usefulness in 1898. It ought to receive substantial encouragement from the state by way of an appropriation, so that the cost of attendance may be reduced to a minimum to those who desire to avail themselves of its privileges.

The object has been to keep the normal school in close touch with the educational wants of the state. The president, as well as the entire faculty, has kept this continually in mind. As a consequence much attention is paid to the best methods of instruction in the common English branches. Its influence is felt in the country as much as in the graded and high schools. This is as it should be, for this is the purpose for which the school was established.

The library of the school is a necessary adjunct, and needs continual replenishing. The students avail themselves of its privileges, and make it a means of improvement and growth.

A large proportion of the young men and women in this school come from the farms and the smaller country villages. They are not rich in this world's goods. It is not unusual to find a student who attends until his money is expended and then teaches a year or more and earns the funds with which to finish his course. Is not Iowa, with the proud record of fifty years of statehood behind it, wealthy enough to sustain one normal school, without compelling these young men and young women to contribute to its support, in the shape of tuition and contingent fees? In the mind of every intelligent citizen this question ought to answer itself.

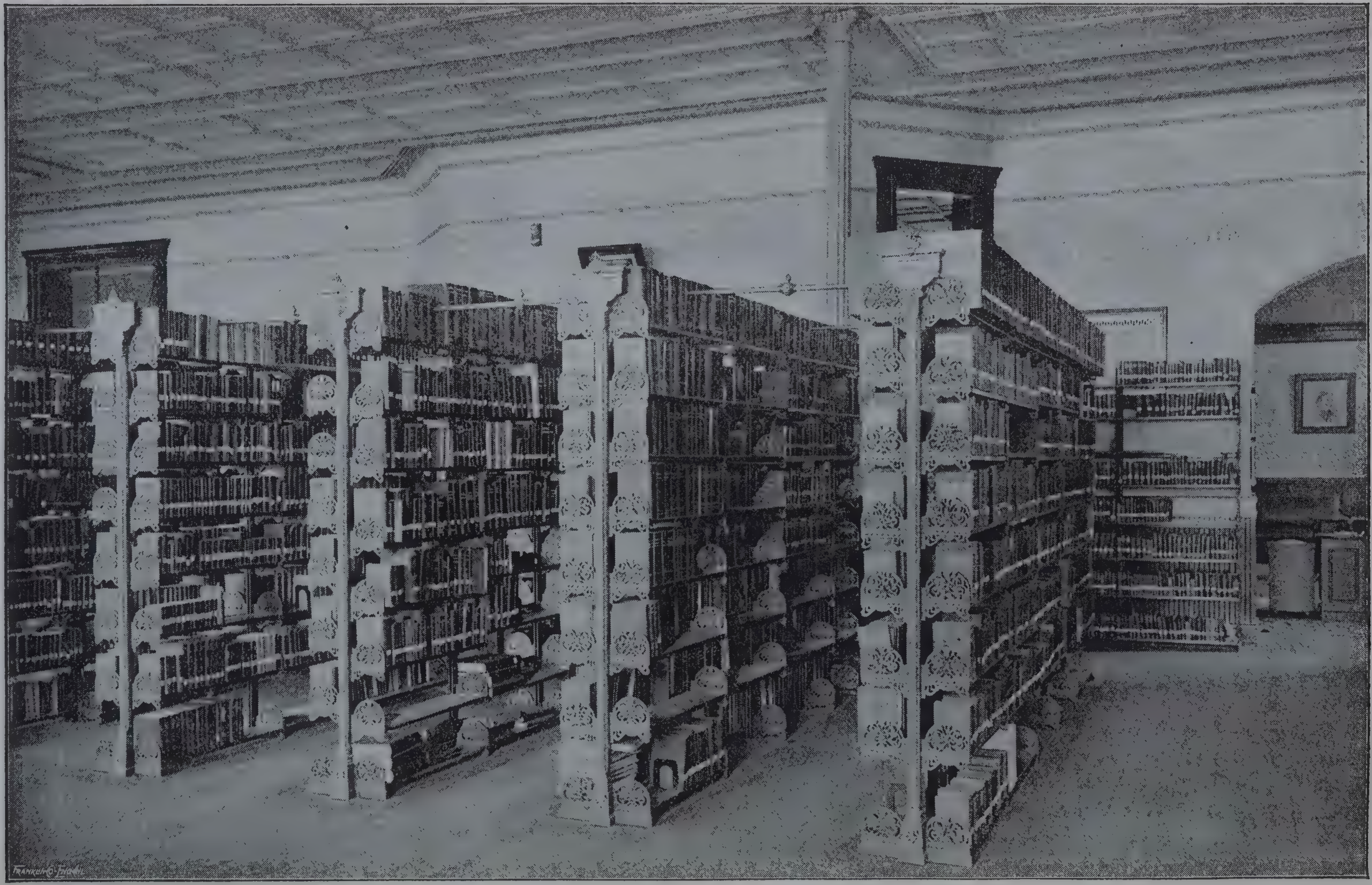
THE AGRICULTURAL COLLEGE.

Of these three institutions the agricultural college at Ames has no connection with this department. Hence we can only say that from all we gather concerning it, and from a personal acquaintance with its officers, we believe it deserves to be treated generously by the state.

The establishment of a chair at Ames for the purpose of training teachers for their work has been frequently and favorably commented upon by those who realize how strong an aid such a professorship, if worthily filled, would be to our educational forces. The arrangement of the terms at the agricultural college is such as to give students the best possible opportunity of teaching during the winter term. Many avail themselves of this privilege. Instruction in the science and art of teaching would be of the greatest possible benefit to them in their work.

STATE BOARD OF EXAMINERS.

In compliance with the requirements of the statute the following statement is appended showing the time and place of holding examinations since the last biennial report; a list of all applicants to whom diplomas or certificates have been granted, with date of issue; a classified statement of the number of applicants at each examination, a statement of fees received and expenditures by the board, and to whom warrants on the


Franklin Co. Engr.

SECTION OF LIBRARY, IOWA STATE NORMAL SCHOOL.

board's expense fund have been issued. A careful scrutiny of the tables will show that fees received have exceeded by several hundred dollars the sum set apart for the expenses of the board.

The board has not yet had time to consider the features of the code of 1897, giving it power to issue primary certificates, and also to recognize certificates and diplomas issued in other states. It will require very careful thought to frame such rules and regulations as will make the primary certificate worth striving for. It should be granted only to those who, by special study and preparation, together with a long and successful experience, have proved themselves worthy such an honor. In addition to these requirements the primary teacher should possess a general all-round education, with quick perceptive powers, a knowledge of child nature, and a love of children.

So in regard to recognizing papers issued in other states. The board will undoubtedly require the fullest proof of moral character, and success in teaching, from applicants offering such credentials.

There is a growing disposition to recognize the value of certificates issued by competent authority in other states. The tendency of this is to place teaching upon the same plane as the profession of medicine or law. The law is not mandatory but permissive. The board, if not satisfied upon these points, may require a certain amount of experience in Iowa. It is to be hoped, however, that the board will not forget that as these new features of the law give them greater powers, they also devolve upon the examiners greater responsibilities.

STATE DIPLOMA.

The state diploma is intended as a recognition of professional standing attained by long and successful experience. It is the presumption that those who hold these diplomas have entered upon teaching as a life work and are devoting all their energies to the practice of their profession. The state diploma is received in any county of the state as an evidence of ability to instruct the children and youth. The fee, as fixed by law, is $5.00, one-half of which is returned to the candidate in case of failure. Lists of old questions are not sent to applicants.

GENERAL DIRECTIONS.

1. In his registration blank the candidate will be required to certify to the fact that he has taught or studied the branches required by law for a state diploma.

2. He must produce evidence that he has been engaged in teaching at least eight years, three of which have been in Iowa within recent date.

3. He must satisfy the board that he has a thorough knowledge of the subjects required for a state certificate.

4. The board will reserve the right to require an examination for state certificate in all cases before application can be made for state diploma.

5. He must be a resident of Iowa at the time of application.

6. The registration blank and the thesis must be filed with the president of the board at least thirty days before the date fixed for examination.

7. The thesis must, in *every case* be in the *handwriting of the applicant*, and should be between three and four thousand words in length.

8. The thesis will be examined by such persons as the board may designate and will be marked on the following points:

a. Choice and arrangement of subject matter.

b. English language.

c. Thought and expression.

d. General appearance of paper.

9. It will assist the board in reaching a satisfactory conclusion, and will be of material benefit to the applicant if he files:

a. Documentary evidence from standard reputable educational institutions certifying to the special scholarship of the applicant. The standing which the candidate attained in such institution, if certified to by the proper officer, may also be submitted.

b. Documentary evidence showing the ability of the applicant to teach said required subjects.

c. Documentary evidence showing the unqualified success and ability of the applicant as a superintendent, principal or teacher. This evidence should be of as recent date as possible.

d. The names of three persons at present engaged in educational work, to whom the board may write for further information if necessary.

10. Candidates for state diplomas shall pass examination upon all branches required by candidates for state certificates, and in addition thereto in geometry, trigonometry, chemistry, zoology, geology, astronomy, political economy, rhetoric, English literature, general history, science and art of education, history of education, psychology, and didactics, and such other branches as the board of examiners may require.

I. GRADUATES OF STANDARD COLLEGES.

Requirements of candidates who have taken a course of study equivalent to that prescribed in the collegiate department of the state university of Iowa.

1. File registration blank and fee.

2. File diploma and course of study taken.

3. File thesis in own handwriting on a professional subject selected by the president of the board.

4. Appear for examination at a regular meeting, and pass examination in two subjects selected by himself from the group of subjects required by law for state diplomas. The president should be notified of the subjects chosen, at the time the thesis is filed.

5. The board may also, at its discretion, require an examination purely professional in its nature.

II. CANDIDATES NOT COLLEGE GRADUATES,

but who have attained excellent rank as educators and have held an Iowa state certificate, or a paper of equal rank.

1. File registration blank and fee.
2. File thesis in his own handwriting on a professional subject selected or approved by the president of the board. This thesis must be filed thirty days before the board meeting.
3. Take such examinations in at least three subjects required by law for state diplomas, as the board may designate.

III. OTHER CANDIDATES

who do not apply under either I or II of this circular.

1. File registration blank and fee.
2. File thesis on a professional subject selected or approved by the president of the board, said thesis to be filed thirty days before the meeting of the board.
3. Take such examinations in the subjects required by law for state certificates and state diplomas, as the board may designate.

GENERAL. APPLIES ONLY TO II AND III.

Candidates who wish to inform themselves of what will be exacted may make application for said information at the semi-annual meeting of the board previous to the time of taking said examination, by complying with numbers 1 and 2.

In all papers great importance will be attached to the use of the English language.

DATES FIXED FOR EXAMINATIONS FOR STATE DIPLOMAS, 1897.

June 24 and 25, at State Capitol, Des Moines.

December 28 and 29 at time of State Teachers' Association.

NOTE—Graduates from the state normal and state university desiring information, should apply to the institution from which they graduated.

All other official correspondence for the board must be with the president.

HENRY SABIN,
President Board of Examiners.

STATE CERTIFICATES.

I. EVIDENCES OF SCHOLARSHIP.

As evidence of scholarship the candidate must file his last county teacher's certificate and such diplomas as he may possess. He must designate three persons of standing as educators who can vouch for his scholarship, and to whom the board can apply thirty days before the examination, for personal official information.

II. WRITING OF ESSAY.

The candidate must write an essay in one and one-half hours at the time of the examination upon some topic in didactics that will exhibit his professional experience and ability as an educator, the topic being assigned by the examiner in charge, his selection being determined by the applicant's experience.

III. WRITING OF PAPER.

The candidate will also be assigned a topic in U. S. history at the time of the examination, on which he must write a paper to be completed in one and one-half hours. This paper must be written without delay, and cannot be copied. This will complete the examination in U. S. history, orthography, penmanship, and English language, provided the other papers do not discredit the qualifications of the applicant in the English language.

IV. TESTIMONIALS AND CREDENTIALS.

1. Each candidate must file written official statements, *prepared expressly for the board*, certifying to the professional success and good moral character of the applicant. These must be from:

a. One or more county or city superintendents or other professional educators who know the applicant and under whose supervision he has taught.

b. One or more school boards or directors for whom the candidate has taught, covering a period of three years' actual teaching.

2. To be assured that the candidate is successful in instruction and in government, the board will hold the right to investigate further until satisfied.

V. LENGTH OF EXPERIENCE AND VALUE OF CREDENTIALS.

1. Three years' actual experience as a teacher, of not less than thirty weeks in each year, is required before the board will issue a certificate. Part of this time must be in Iowa, and the applicant must be a resident at the time the examination is taken.

2. The possession of a diploma from an approved college or state normal school may, at the option of the board, be accepted in the place of a part of the examination in scholastic subjects. To request any such modification requires the filing of the application, the fee of $3 and the credentials at least ten days before the semi-annual meeting of the board.

VI. PROGRAM OF EXAMINATION.

The candidate must pass an examination according to the following arrangement of subjects and time:

GROUP 1.—Grammar, Reading, Geography.
GROUP 2.—Civics, Economics, School Laws of Iowa.
GROUP 3.—Arithmetic, Algebra, Bookkeeping.
GROUP 4.—Physiology, Botany, Physics, Drawing.

TIME SCHEDULE.

FIRST DAY.

A. M.—8:00 to 9:30—Essay on U. S. History.
9:30 to 12:00—Group 1.
P. M.—1:30 to 3:00—Didactics.
3:00 to 5:00—Group 2.

SECOND DAY.

A. M.—8:00 to 12:00—Group 3.
P. M.—1:30 to 4:30—Group 4.

VII. OTHER SUGGESTIONS.

1. Candidates are advised to arrive the day before, as allowance cannot be made for late arrival, delayed trains, or for being out of physical and mental condition due to sickness or night travel.
2. The examination in each subject will be restricted to the published program as to time.
3. All necessary material will be furnished each candidate at the time of the examination.
4. The board will reserve the right to require an examination for state certificate in all cases before application can be made for state diploma.
5. Lists of old questions are not sent to applicants.
6. In case of failure one-half the fee will be returned to the candidate.
7. Chapter 2, Title 13, of the Code, will supply much information not possible to include within this circular.

DATES FIXED FOR EXAMINATIONS FOR STATE CERTIFICATE, 1897.

June 24 and 25 at State Capitol, Des Moines.
June 2 and 3 at State Normal School, Cedar Falls.
June 4 and 5 at Cornell College, Mt. Vernon.
December 28 and 29 at time of State Teachers' Association.

The semi-annual business meeting of the board will be held June 23.

NOTE.—Graduates from the state normal and state university desiring information should apply to the institution from which they graduated.

All other official correspondence for the board must be with the president.

HENRY SABIN,
President Board of Examiners.

STATE CERTIFICATE.

SUGGESTIVE OUTLINE FOR PREPARATION.

The scope of examination will correspond with subject matter of the ordinary text-book. The following syllabus is printed in order to emphasize certain points and to indicate along what lines the candidate should study in preparation for the examination for state certificate.

HENRY SABIN,
President Board of Examiners.

The state law provides that candidates for state certificates shall be examined upon the following branches: *Orthography*, *reading*, *writing*, *arithmetic*, *geography*, *English grammar*, bookkeeping, *physiology*, *history of the United States*, *algebra*, botany, natural philosophy, drawing, *civil government*, constitution and laws of Iowa, and *didactics*.

Elementary civics and elementary economics will hereafter be substituted in place of civil government, to correspond with the requirements of the law as it now exists governing county certificates.

Note that the most essential branches in the above list are those printed in italics.

Many failures occur in papers on arithmetic and algebra. For these papers a reasonable length of time will be allotted within which candidates will be expected to finish all the required work. It is commonly observed that those who write English well, and whose work is clear, concise, and connected, are very likely to merit a good marking in the other essential studies.

ARITHMETIC.

Definitions. Notation and numeration.

The four fundamental processes. Fractions, common and decimal. Reductions.

Properties of numbers. Ratio and simple proportion.

Involution; square root; cube root. Practical measurements.

Applications of percentage in which time is not an element.

Interest and discount.

ALGEBRA.

The knowledge of algebra required can be obtained from any elementary text-book on the subject.

Definition of terms, and use of signs.

Addition, subtraction, multiplication, division. Integral quantities; fractional quantities.

Factoring; greatest common divisor; least common multiple.

Exponents. Integral, numerical and literal; fractional; positive and negative; zero powers.

Simple equations. Kinds; methods of elimination; reductions.

Powers and roots. Involution of monomials, binomials, polynomials; expansion of binomials (with or without numerical co-efficients) by the binomial theorem; square and cube roots.

Radical quantities. Reductions; combinations.

Quadractic equations. Pure or affected; methods of elimination; completing the square; reductions.

ELEMENTARY CIVICS.

The Handbook for Iowa Teachers, edition of 1895, contains sufficient material, if mastered, to enable an applicant to pass the examination in civics.

The different kinds of government.

The constitution of the United States. Provisions; principles.

The constitution of the state of Iowa. Comparison with the national constitution as to main features,

The three departments of national and state government.

Officers; how chosen; eligibility; length of term; duties; extent and limitations of power.

Government of the counties, cities and towns of the state of Iowa.

Citizenship; how acquired; privileges; duties.

Electors; qualifications.

ELEMENTARY ECONOMICS.

Money defined.

Conditions of wealth.

The law of supply and demand.

Common property.
Capital. Credit. Interest.
Labor. Competition.
Duties to the state; to society; to the family; to each other.
Co-operation and profit sharing.

NATURAL PHILOSOPHY.

The properties of matter.
The mechanical powers.
Laws and effects of the pressure of liquids and gases.
More prominent laws of sound, heat, light, electricity, and their applications.
Explanation of ordinary physical phenomena.

DIDACTICS.

Candidates should be able to distinguish between the analytic and the synthetic methods of instruction, and to state under what circumstances each is applicable. They should possess such a knowledge of the classification and order of development of the intellectual powers as may be obtained by the study of any elementary work upon pedagogy. The examination will embrace questions upon methods of instruction in the various branches taught in the common schools, and reasons for division by class-work, recitation, instruction, drill, application.

Among the books specially recommended are the following: Swett's Methods, Hewett's Pedagogy, White's School Management, Howland's Hints to Teachers, Page's Theory and Practice, King's School Interests and Duties, Patrick's Pedagogics, Arnold's Waymarks for Teachers.

PHYSIOLOGY.

The effects of alcoholic stimulants and narcotics, as required by section 2736, must be studied in close connection with each of the several portions of this subject.

The skeleton.
Muscular system.
Mastication and digestion.
Circulation.
Respiration.
Excretion.
Nervous system.
Organs of special sense.

BOTANY.

Plants. Species; affinities; distribution. Relation of plants to external agencies. The plant-cell; general statement; composition; formation; markings; leaf growth; formation of buds.

Flowers. Essential organs; their attributes; typical flowers.

Fruits. Propagation of plant life, food and sustenance of animal life.

DRAWING.

Free-hand drawing. Definition and description.
Complementary colors.
Drawing to represent some object, as an inverted cone or cylinder.
Drawing from object placed by the examiners at the time of the examination.
Methods of teaching drawing.

UNITED STATES HISTORY.

An essay upon some topic similar to the following:

A comparison of the settlement and subsequent history of Maryland and New York.

The history of four great reform movements in the United States.

Sherman's campaigns during the civil war.

The amendments to the constitution.

Four characters of the civil war.

Customs, religion and laws of colonial times.

The United States since 1865.

History of Iowa.

SINGLE ENTRY BOOK-KEEPING.

Definitions of terms.

Forms. Ruling forms of day-book, ledger, cash-book, sales-book, bill-book. Writing standard forms of promissory notes, checks, drafts, indorsements, receipts, invoices, bills. Customary abbreviations and conventions.

Entries. Original entries of debits and credits in the day-book; of receipts and payments in the cash-book; of sales in the sales-book; of bills receivable and bills payable in the bill-book. Posting to ledger.

Balances. Cash balance, or balancing cash account; balancing ledger accounts; balance sheets, showing present condition of the business.

SCHOOL LAW.

The edition of school laws of 1897, in the hands of every school officer, and the new Code, are the best available means of study.

Districts. Four forms and their leading differences. How each kind may be organized. How boundaries may be changed. How subdivided for school purposes.

Electors. Qualifications of. Meetings of, regular and special. Powers of, in each variety of district.

Officers. Superintendent of public instruction. County superintendents. Boards of directors. Those chosen by the board. Qualifications, powers and duties, of each in particular.

Teachers. Their qualifications, powers, special duties, rights, and liabilities.

RENEWAL OF STATE CERTIFICATES.

I. HOLDERS OF STATE CERTIFICATES

that procured them upon examination.

1. The applicant is required to fill out the application blank furnished by the department of public instruction and to pay the fee for said examination.

2. The applicant is required to file the following credentials:

a. Testimonials from his superintendent certifying to his present success in instruction and in government, and also to the fact that his present physical condition, and mental and moral character are such as to justify the board in granting him a renewal of his certificate.

b. He must also furnish testimonials from the boards for which he has worked during the time he held his certificate, certifying that he is successful as an instructor and as a disciplinarian.

3. The applicant must appear before the board in person where attendance may be required, and write a paper in didactics and take such other subjects as the board may require, but where the personal knowledge and acquaintance of the board with the applicant will permit, and where the first examination will justify, an original essay on an educational topic assigned by the president of the board may be substituted for personal presence at the examination. This paper must be in the handwriting of the applicant, and must show professional study and investigation.

II. HOLDERS OF STATE CERTIFICATES

given them under the law as graduates of the Iowa state normal school, or those holders of life certificates issued prior to 1873, under the former law.

1. All such persons in applying for renewal must file application as required, and the fee stated by law.

2. In addition they must furnish testimonials from superintendents and from boards under which they have worked, during the life of the certificate formerly held, that they are successful in government and in instruction, and that their physical condition and mental and moral character at the present time, fit them for doing public school work.

HENRY SABIN,
President Board of Examiners.

STATEMENT

Showing record of examinations held by the State Board of Examiners, together with fees received.

CERTIFICATES.

PLACE OF HOLDING EXAMINATIONS.	DATE OF CERTIFICATES.	NUMBER OF APPLICANTS.		CERTIFICATES GRANTED.		Number failed.	Fees received.
		Males.	Females.	Males.	Females.		
Cedar Falls	Jan. 1, 1896	2	8	2	8	----	$ 30.00
Des Moines	Jan. 1, 1896	24	19	19	14	10	114.00
Cedar Falls	July 1, 1896	34	63	34	63	----	291.00
Mt. Vernon	July 1, 1896	6	5	6	4	1	31.50
Burlington	July 1, 1896	2	22	2	22	----	72.00
Des Moines	July 1, 1896	16	11	13	8	6	72.00
Iowa City	July 1, 1896	5	2	5	2	----	21.00
Sioux City	Aug. 1, 1896	9	4	4	3	6	30.00
Des Moines	Aug. 1, 1896	6	16	3	6	13	46 50
Des Moines	Renewals	5	9	5	9	----	42.00
Des Moines	Jan. 1, 1897	32	17	24	14	11	130.50
Cedar Falls	Jan. 1, 1897	3	10	3	10	----	39.00
Des Moines	Renewals ----	9	3	9	3	----	36.00
Cedar Falls	July 1, 1897	28	70	28	70	----	294.00
Cedar Falls	Renewals ----	14	16	14	16	----	90.00
Mt. Vernon	July 1, 1897	3	5	3	5	----	24.00
Iowa City	July 1, 1897	7	8	7	8	----	45.00
Des Moines	July 1, 1897	21	10	15	8	8	81.00
Des Moines	Renewals ----	8	13	8	13	----	63.00
Des Moines	July 31, 1897	8	9	3	5	9	37 50
Dubuque	Sept. 1, 1897	9	4	8	3	2	36 00
Totals		251	324	215	294	66	$ 1,626 00

STATE DIPLOMAS.

PLACE OF HOLDING EXAMINATIONS.	DATE OF DIPLOMAS.	NUMBER APPLICANTS.		DIPLOMAS GRANTED.		Number failed.	Fees received.
		Males.	Females.	Males.	Females.		
Des Moines	Jan. 1, 1896	11	5	11	5	----	$ 80.00
Cedar Falls	July 1, 1896	3	1	3	1	----	20.00
Des Moines	July 1, 1896	4	3	4	3	----	35.00
Iowa City	July 1, 1896	1	------	1	------	----	5.00
Des Moines	Jan. 1, 1897	5	------	5	------	----	25.00
Cedar Falls	July 1, 1897	2	1	2	1	----	15.00
Iowa City	July 31, 1897	1	------	1	------	----	5.00
Des Moines	July 1, 1897	3	1	3	1	----	20.00
Totals		30	11	30	11	----	$ 205.00

SUMMARY.

KIND OF TESTIMONIAL.	NUMBER OF APPLICANTS.			CERTIFIC'TES AND DIPLOMAS ISSUED.			Number failed.	Fees received.
	Males.	Females.	Total	Males.	Females.	Total.		
State certificates	251	324	575	215	294	509	66	$ 1,626.00
State diplomas	30	11	41	30	11	41	----	205 00
Totals	281	335	616	245	305	550	66	$ 1,831 00

DATE OF EXAMINATIONS.

FOR STATE CERTIFICATES.

1895.

Cedar Falls	December 18
Des Moines	December 31, 1895, January 1, 1896

1896.

Cedar Falls	June 3, 4
Mt. Vernon	June 5, 6
Burlington	June 19, 20
Des Moines	June 24, 25
Sioux City	July 17, 18
Des Moines	July 31, August 1
Cedar Falls	December 23
Des Moines	December 29, 30

1897.

Cedar Falls	June 2, 3
Mt Vernon	June 4, 5
Des Moines	June 24, 25
Des Moines	July 30, 31
Dubuque	August 26, 27

FOR STATE DIPLOMAS.

1895.

Des Moines	December 31, 1895, January 1, 1896

1896.

Cedar Falls	June 3, 4
Des Moines	June 24, 25
Des Moines	December 29, 30

1897.

Cedar Falls	June 2, 3
Des Moines	June 24, 25

CERTIFICATES AND DIPLOMAS ISSUED UNDER THE PRESENT LAW, BY BIENNIAL PERIODS.

KIND OF TESTIMONIAL.	1882–83.	1884–85.	1886–87.	1888–89.	1890–91.	1892–93.	1894–95.	1896–97.	Total.
State certificates	7	9	53	141	238	252	440	509	1,649
State diplomas	----	----	38	44	52	38	54	41	267
Totals	7	9	91	185	290	290	494	550	1,916

RECEIVED IN EXAMINATION FEES.

1884–85	$ 42.00	1894–95	$ 1,282.00
1886–87	33.00	1896–97	1,800.50
1888–89	766.00	1897*	718.50
1890–91	856.50		
1892–93	1,140.00	Total	$ 6,638.50

PAID FOR EXPENSES.

1882–83	$ 237.05	1894–95	$ 964.95
1884–85	72.55	1896–97	1,052.28
1886–87	318.12	1897*	154.25
1888–89	539.50		
1890–91	786.92	Total	$ 4,675.43
1892–93	549.81		

*From July 1 to September 30.

SUMMARY.

Number of certificates issued to September 30, 1895	1,140
Number of certificates issued period ending September 30, 1897	509
Total number issued	1,649
Expired by limitation	603
Number in force September 30, 1897	1,046
Number of diplomas in force September 30, 1895	226
Number of diplomas issued period ending September 30, 1897	41
Total number of diplomas in force September 30, 1897	267

STATEMENT.

Of the expenses of the State Board of Examiners from October 1, 1895, to October 1, 1897.

WARRANTS ISSUED AND TO WHOM.

FROM OCTOBER 1 TO DECEMBER 31, 1895.

W. F. Giesseman	$ 7.30
Mrs. A. H. Mendenhall	41.96
E. E. Blanchard	81.11
Total	$130.37

FROM JANUARY 1 TO DECEMBER 31, 1896.

E. E. Blanchard	$233.20
H. H. Seerley	19.01
Mrs. A. H. Mendenhall	299.04
W. F. Giesseman	26.10
C. A. Schaeffer	22.65
Total	$600.00

FROM JANUARY 1 TO SEPTEMBER 30, 1897.

Gus Walters	$ 70.00
E. E. Blanchard	168.66
Lizzie Hughes	90.15
H. H. Seerley	15.55
W. F. Giesseman	29.00
C. A. Schaeffer	21.50
Total	$394.86

STATE CERTIFICATES.

DATE OF CERTIFICATE.	TO WHOM ISSUED.	COUNTY.
Jan. 1, 1896	Mary Annette Anderson	Cedar.
Jan. 1, 1896	Edith M. Brooke	Muscatine.
Jan. 1, 1896	Iona Maud Carr	Muscatine.
Jan. 1, 1896	Elizabeth Gilchrist	Lyon.
Jan. 1, 1896	Willard H. Lyon	Black Hawk.
Jan. 1, 1896	Sarah Alberta McDonald	Buchanan.
Jan. 1, 1896	Margaret Roberta Muhs	Clinton.
Jan. 1, 1896	Christina Paterson	Cherokee.
Jan. 1, 1896	Steven Sandford Stockwell	Bremer.
Jan. 1, 1896	Mabel Binford	Scott.
Jan. 1, 1896	Frank H. Baldwin	Page.
Jan. 1, 1896	William Lee Barrett	Lee.
Jan. 1, 1896	Anna Batman	Story.
Jan. 1, 1896	Lincoln Buchanan	Jones.
Jan. 1, 1896	Fred C. Clark	Winneshiek.
Jan. 1, 1896	Charles J. Cooper	Tama.
Jan. 1, 1896	Katharine Dolan	Cass.
Jan. 1, 1896	John H. Garber	Marion.
Jan. 1, 1896	Mary Agnes Girton	Jasper.
Jan. 1, 1896	Will E. Gossard	Story.
Jan. 1, 1896	F. F. Grant	Crawford.
Jan. 1, 1896	Burtis T. Green	Osceola.
Jan. 1, 1896	E. F. Green	Guthrie.
Jan. 1, 1896	Daniel Webster Gross	Sioux.

STATE CERTIFICATES—CONTINUED.

DATE OF CERTIFICATE.	TO WHOM ISSUED.	COUNTY.
Jan. 1, 1896	Charles E. Hanchett	Plymouth.
Jan. 1, 1896	Alexander Hinckley	Palo Alto.
Jan. 1, 1896	Marguerite Josephine Littig	Scott.
Jan. 1, 1896	Lloyd F. Loos	Cedar.
Jan. 1, 1896	Evelyn Miller	Page.
Jan. 1, 1896	Clara Pugh	Iowa.
Jan. 1, 1896	J. M. Rapp	Woodbury.
Jan. 1, 1896	Mary Taylor	Union.
Jan. 1, 1896	Anna J. Ziek	Linn.
Jan. 1, 1896	Anna C. Althouse	Hardin.
Jan. 1, 1896	Mrs. Lida Styles Battin	Johnson.
Jan. 1, 1896	Walter A. Ferguson	Osceola.
Jan. 1, 1896	Clarence Messer	Humboldt.
Jan. 1, 1896	Elizabeth Perkins	Woodbury.
Jan. 1, 1896	Luella V. Simmons	Mahaska.
Jan. 1, 1896	Lula May Wallace	Cherokee.
June 3, 1896	Charles W. Cruikshank	Lee.
June 5, 1896	Isabella Eugenia Powers	Chickasaw.
June 5, 1896	Fred Cole Hicks	Linn.
June 5, 1896	Bertha Evangeline Bush	Hancock.
June 5, 1896	John Mark Crinklaw	Marshall.
June 5, 1896	Christian Carl Carstens	Union.
June 24, 1896	Alfred Lozier Brown	Webster.
June 24, 1896	Margaret Emma Lackey	Washington.
June 24, 1896	A. J. Oblinger	Dallas.
July 1, 1896	Margaret Alston	Linn.
July 1, 1896	Charles Oscar Jameyson	Clinton.
July 1, 1896	Villa R. Wedlock	Cherokee.
July 1, 1896	W. H. Whitford	Black Hawk.
July 1, 1896	Minnie D. Ashbrook	Marshall.
July 1, 1896	Christian N. Brones	Crawford.
July 1, 1896	Albert F. Burton	Montgomery.
July 1, 1896	Florence McHenry Butler	Keokuk.
July 1, 1896	Mary A. Crew	Keokuk.
July 1, 1896	Mary Alpharetta England	Mahaska.
July 1, 1896	Hanna Marguerite Hess	Buena Vista.
July 1, 1896	George A. Hooker	Ida.
July 1, 1896	Anna Livingood	Clayton.
July 1, 1896	Thomas S. Lytle	Washington.
July 1, 1896	James I. Martin	Mitchell.
July 1, 1896	Mary R. Roland	Shelby.
July 1, 1896	Simon B. Stonerook, Jr	Henry.
July 1, 1896	Alsina M. Andrews	Mahaska.
July 1, 1896	Melissa B. Lenocker	Dallas.
July 1, 1896	Agnes Moscrip Cowan	O'Brien.
July 1, 1896	Lizzie A. Weinschenk	Jackson.

STATE CERTIFICATES—CONTINUED.

DATE OF CERTIFICATE.	TO WHOM ISSUED.	COUNTY.
July 1, 1896	Nellie Anderson	Shelby.
July 1, 1896	Edith Ballou	Story.
July 1, 1896	Myrtle M. Benson	Benton.
July 1, 1896	Mary K. F. Blackmar	Mitchell.
July 1, 1896	Belle Boyd	Butler.
July 1, 1896	John William Boyle	Black Hawk.
July 1, 1899	Eulalia G. Bradway	Jackson.
July 1, 1896	Idella Chapman Brittain	Black Hawk.
July 1, 1896	Edwin Oscar Bronson	O'Brien.
July 1, 1896	C. Beulah Burris	Tama.
July 1, 1896	Myrtie D. Chick	Cherokee.
July 1, 1896	Anna L. Clark,	Black Hawk.
July 1, 1896	Maude V. Clarke	Jasper.
July 1, 1896	Berten M. Cobb	Cherokee.
July 1, 1896	John E. Craney	Buchanan.
July 1, 1896	Bertha M. Crary	Grundy.
July 1, 1896	Charlotte M. Davis	Clayton.
July 1, 1896	Harry A. Frise	Story.
July 1, 1896	Minnie Gardner	O'Brien.
July 1, 1896	Lulu Almira Gates	Cedar.
July 1, 1896	Mary L. Gilchrist	Taylor.
July 1, 1896	Maria Golden	Jasper.
July 1, 1896	Mrs. Belle Gregg	Mitchell.
July 1, 1896	Ida Hammons	Clinton.
July 1, 1896	S. Stena Hansen	Black Hawk.
July 1, 1896	Corinna Helen Harkness	Humboldt.
July 1, 1896	Nettie M. Hartsell	Linn.
July 1, 1896	Harlin R. Hollis	Black Hawk.
July 1, 1896	Nellie F. Hudson	Hardin.
July 1, 1896	George W. Hursey	Keokuk.
July 1, 1896	Myrtle Jamison	Louisa.
July 1, 1896	Lillie Johnson	Bremer.
July 1, 1896	Mary Edith Knickerbocker	Black Hawk.
July 1, 1896	Knute N. Knudsen	Winnebago.
July 1, 1896	Emma Lambert	Black Hawk.
July 1, 1896	Alvis M. Lane	Van Buren.
July 1, 1896	Charles Levi Lewis	Story.
July 1, 1896	John D. Lyon	Dallas.
July 1, 1896	Harry M. McKeen	Sac.
July 1, 1896	Edmund H. McMillan	Lee.
July 1, 1896	Grace Adelaide McNeil	Allamakee.
July 1, 1896	Lewis Herman Minkel	Tama.
July 1, 1896	Eliza Montgomery	Cherokee.
July 1, 1896	Eva B. Moore	Cass.
July 1, 1896	Minta R. Moore	Scott.
July 1, 1896	Alzada B. Mowry	Tama.

STATE CERTIFICATES—CONTINUED.

DATE OF CERTIFICATE.	TO WHOM ISSUED.	COUNTY.
July 1, 1896	Mary Louise Muhs	Clinton.
July 1, 1896	Caroline N. Otis	Boone.
July 1, 1896	Leora C. Parker	Buchanan.
July 1, 1896	Daniel R. Perkins	Pottawat'mie.
July 1, 1896	Thaddeus Minton Prall	Montgomery.
July 1, 1896	Samuel Quigley	Mahaska.
July 1, 1896	Edward E. Rall	Sioux.
July 1, 1896	Artie Ruth Roberts	Union.
July 1, 1896	James C. Sanders	Black Hawk.
July 1, 1896	Harry H. Savage	Dickinson.
July 1, 1896	Erwin Schenk	Black Hawk.
July 1, 1896	Katherine Schwertley	Harrison.
July 1, 1896	Jennie W. Sheean	Jones.
July 1, 1896	Alice M. Shoemaker	Cass.
July 1, 1896	Mary H. Smith	Jones.
July 1, 1896	Stella M. Speke	Benton.
July 1, 1896	Harriet Steele	Polk.
July 1, 1896	Harry Sherman Stein	Lee.
July 1, 1896	James William Stockman	Keokuk.
July 1, 1896	Melvin R. Timmerman	Franklin.
July 1, 1896	Helen Ada Tyler	Pottawat'mie.
July 1, 1896	Bert B. Welty	Story.
July 1, 1896	Alice J. White	Clay.
July 1, 1896	Lydia Whited	Wright.
July 1, 1896	Ida Belle Worster	Dallas.
July 1, 1896	Anna M. Young	Jackson.
July 1, 1896	Emma C. Youngquist	Buena Vista.
July 1, 1896	Walter G. Burris	Montgomery.
July 1, 1896	Susie A. Hemenway	Mitchell.
July 1, 1896	Alma E. Gray	Allamakee.
July 1, 1896	B. J. Barr	Marion.
July 1, 1896	Thomas Washington Bittle	Linn.
July 1, 1896	Elmer B. Brown	Linn.
July 1, 1896	Amy L. Dougherty	Bremer.
July 1, 1896	Martin J. Irons	Linn.
July 1, 1896	Amanda Emeline Little	Harrison.
July 1, 1896	Pearl Evyleen Reeder	Buena Vista.
July 1, 1896	Harris W. Smith	Floyd.
July 1, 1896	Addie Grace Wardle	Linn.
July 1, 1896	Sadie E. Bershee	Des Moines.
July 1, 1896	Grace Elizabeth Childs	Des Moines.
July 1, 1896	Alice Ray Donahue	Des Moines.
July 1, 1896	Aimee F. Greenbaum	Des Moines.
July 1, 1896	Louise C. Gutekunst	Des Moines.
July 1, 1896	Mary E. Haubold	Des Moines.
July 1, 1896	Ida Marie Hoeberg	Des Moines.

STATE CERTIFICATES—CONTINUED.

DATE OF CERTIFICATE.	TO WHOM ISSUED.	COUNTY.
July 1, 1896	Nettie A. C. Holmquist	Des Moines.
July 1, 1896	Esther Jacobs	Des Moines.
July 1, 1896	Nellie Grant Kant	Des Moines.
July 1, 1896	Harriet Lane	Des Moines.
July 1, 1896	Charles Edward Lauder	Des Moines.
July 1, 1896	Mollie Leebrick	Des Moines.
July 1, 1896	Marion S. Lindsay	Des Moines.
July 1, 1896	Laura McLane	Des Moines.
July 1, 1896	Agnes Livingston Nairn	Des Moines.
July 1, 1896	Cora Ernestine Poor	Des Moines.
July 1, 1896	Anna Ruedy	Des Moines.
July 1, 1896	Mary E. Schroder	Des Moines.
July 1, 1896	Louise M. Schwerin	Des Moines.
July 1, 1896	S. O. Thomas	Des Moines.
July 1, 1896	Theresa Tiedemann	Des Moines.
July 1, 1896	Lillie L. Winzer	Des Moines.
July 1, 1896	Paula B. Winzer	Des Moines.
July 1, 1896	Callie Arnold	Jackson.
July 1, 1896	Ella Clayton	Davis.
July 1, 1896	Merton Eber Crosier	Pottawat'mie.
July 1, 1896	Bertha L. Fehleisen	Jasper.
July 1, 1896	Will Fortune	Davis.
July 1, 1896	James B. Green	Mahaska.
July 1, 1896	R. Anderson Griffin	Audubon.
July 1, 1896	Nette L. Herrick	Marion.
July 1, 1896	J. H. Jacobs	Scott.
July 1, 1896	D. A. Knapp	Page.
July 1, 1896	John Lester Laird	Mills.
July 1, 1896	Samuel T. May	Iowa.
July 1, 1896	Ole Oleson	Palo Alto.
July 1, 1886	Samuel Alosco Potts	Keokuk.
July 1, 1896	Thomas H. Stone	Madison.
July 1, 1896	Fannie Suplee	Polk.
July 1, 1896	Rosalia Thurlimann	Carroll.
July 1, 1896	Minnie Elizabeth Willcox	Polk.
July 1, 1896	David H. Barton	Henry.
July 1, 1896	Eugene Clarence Bowersox	Johnson.
July 1, 1896	Gertrude Howell	Johnson.
July 1, 1896	Charles H. Maxson	Floyd.
July 1, 1896	Edwin Fay Mutchler	Linn.
July 1, 1896	George Burton Rigg	Calhoun.
July 1, 1896	Clara Agatha Slotterbec	Buchanan.
July 1, 1896	William Aldrich	Lee.
July 1, 1896	George Edward Hancorne	Chickasaw.
July 1, 1896	Lizzie R. Marshall	Linn.
July 1, 1896	Amelia M. Allyn	Woodbury.

STATE CERTIFICATES—CONTINUED.

DATE OF CERTIFICATE.	TO WHOM ISSUED.	COUNTY.
July 1, 1896	Ellen M. Austin	Cass.
July 1, 1896	Irwin N. Beard	Clarke.
July 1, 1896	Frances Maria Wallace	Cherokee.
Aug. 1, 1896	J. W. Countermine	Cherokee.
Aug. 1, 1896	William A. Deming	Woodbury.
Aug. 1, 1896	Edward Hultsch	Woodbury.
Aug. 1, 1896	Charles M. King	Plymouth.
Aug. 1, 1896	Maggie Rogers	Woodbury.
Aug. 1, 1896	Ella B. Toenjes	Woodbury.
Aug. 1, 1896	Ella C. Truman	Woodbury.
Aug. 1, 1896	James E. Forsyth	Benton.
Aug. 1, 1896	Mrs. Mandelia Harsin	Marion.
Aug. 1, 1896	Margaret King	Crawford.
Aug. 1, 1896	Etta J. Rider	Ringgold.
Aug. 1, 1896	Ethel B. Rundall	Wright.
Aug. 1, 1896	Emma Taylor	Boone.
Aug. 1, 1896	Agnes E. Wallace	Buchanan.
Aug. 1, 1896	Franklin E. Willard	Marshall.
Aug. 1, 1896	Alice Clark	Hardin.
Aug. 1, 1896	James Louis Rose	Cherokee.
Aug. 7, 1896	Seeley W. Rowley	Cass.
Aug. 7, 1896	Ella Gertrude Barnard	Cass.
Aug. 7, 1896	Hannah A. Boyle	Cass.
Aug. 7, 1896	Mrs. R. S. Harris	Cass.
Jan. 1, 1897	Charles W. Bacon	Marshall.
Jan. 1, 1897	William Henry Blakely	Humboldt.
Jan. 1, 1897	Ella B. Curtis	Buchanan.
Jan. 1, 1897	Sada C. Dougherty	Linn.
Jan. 1, 1897	Alice C. Dunham	Poweshiek.
Jan. 1, 1897	J. S. Estes	Fremont.
Jan. 1, 1897	William C. Farmer	Keokuk.
Jan. 1, 1897	William J. Flint	Tama.
Jan. 1, 1897	Ella Weed French	Humboldt.
Jan. 1, 1897	Earl Leroy Grout	Lyon.
Jan. 1, 1897	Carrie Taylor Hinckley	Palo Alto.
Jan. 1, 1897	F. P. Hocker	Audubon.
Jan. 1, 1897	Cora A. Holbrook	Webster.
Jan. 1, 1897	Thos. B. Hutton	Sioux.
Jan. 1, 1897	John W. Jackson	Sac.
Jan. 1, 1897	William P. Johnson	Iowa.
Jan. 1, 1897	Maurice P. Kenworthy	Guthrie.
Jan. 1, 1897	James M. Martindale	Jasper.
Jan. 1, 1897	Edward A. Parks	Winneshiek.
Jan. 1, 1897	Cyrus B. Pickrell	Madison.
Jan. 1, 1897	Fannie M. Power	Jasper.
Jan. 1, 1897	Jennie Robertson	Carroll.

STATE CERTIFICATES—CONTINUED.

DATE OF CERTIFICATE.	TO WHOM ISSUED.	COUNTY.
Jan. 1, 1897	Elmer Byron Rossiter..........	Keokuk.
Jan. 1, 1897	Mary Margaret Schell.........	Guthrie.
Jan. 1, 1897	C. Colfax Smith...............	Adair.
Jan. 1, 1897	Edward Murray Smith.........	Madison.
Jan. 1, 1897	Z. C. Thornburg...............	Polk.
Jan. 1, 1897	William P. Wortman...........	Greene.
Jan. 1, 1897	Rose Henderson...............	Cass.
Jan. 1, 1897	Claude Delestine Walrod.......	Webster.
Jan. 1, 1897	May E. Helphrey..............	Henry.
Jan. 1, 1897	Mrs. Laura M. Locke..........	Tama.
Jan. 1, 1897	Charles Russell Martin	Butler.
Jan. 1, 1897	Alvin E. Reynolds.............	Keokuk.
Jan. 1, 1897	Minnie M. Banker.............	Cherokee.
Jan. 1, 1897	Josie L. Bunce................	Tama.
Jan. 1, 1897	Robert T. Crawford...........	Buchanan.
Jan. 1, 1897	Catharine Olivia De Witt......	Hardin.
Jan. 1, 1897	Hattie E. Higley	Wayne.
Jan. 1, 1897	Nellie S. Howard..............	Howard.
Jan. 1, 1897	Anna M. Singer...............	Henry.
Jan. 1, 1897	Effie Gertrude Burt...........	Polk.
Jan. 1, 1897	Minnie Adell Howe...........	Polk.
Jan. 1, 1897	Cordelia Kyle.................	Polk.
Jan. 1, 1897	Olive McHenry................	Polk.
Jan. 1, 1897	Wesley N. Clifford............	Polk.
Jan. 1, 1897	A. L. Lyon....................	Dallas.
Jan. 1, 1897	Philip T. McNally.............	Harrison.
Jan. 1, 1897	E. F. Schall..................	Muscatine.
Jan. 1, 1897	Fred Henry Dawson...........	Osceola.
Jan. 1, 1897	William N. Orris..............	Woodbury.
Jan. 1, 1897	Henry Heaton.................	Cass.
Jan. 1, 1897	Lillian V. Lambert............	Mahaska.
Jan. 5, 1897	Adam Pickett..................	Adair.
Jan. 5, 1897	Lizzie R. Wallace.............	Des Moines.
Jan. 5, 1897	Margaret Buchanan...........	De Witt.
Jan. 5, 1897	Horace T. Bushnell...........	Scott.
Jan. 5, 1897	Grant Flora...................	Marshall.
Jan. 5, 1897	Nellie E. Hoyt	Clinton.
Jan. 5, 1897	William A. Lester.............	Fayette.
Jan. 5, 1897	James Effus Vertz............	Decatur.
Jan. 5, 1897	Amos Huffman...............	Polk.
June 22, 1897	Kate L. Overfelt	Washington.
June 22, 1897	Lewis Hanson Andrews........	Sioux.
June 22, 1897	Charles W. Bartine...........	Scott.
June 22, 1897	May Bixby....................	Black Hawk.
June 22, 1897	Minnie M. Speer Brown........	Johnson.
June 22, 1897	Mae Calderwood...............	Tama.

STATE CERTIFICATES—CONTINUED.

DATE OF CERTIFICATE.	TO WHOM ISSUED.	COUNTY.
June 22, 1897	Morris Wright Cooper	Buena Vista.
June 22, 1897	William T. Dick	Van Buren.
June 22, 1897	Finette Ferris	Franklin.
June 22, 1897	Walter Guthridge	Adams.
June 22, 1897	J. Edward Johnson	Benton.
June 22, 1897	Elizabeth Klein	Linn.
June 22, 1897	Charles F. Kuehne	Tama.
June 22, 1897	Joseph C. McGee	Butler.
June 22, 1897	Isabel M. McIntosh	Van Buren.
June 22, 1897	Frank G. Miller	Harrison.
June 22, 1897	Clara Belle Nettle	Marshall.
June 22, 1897	Bertha Pratt	Benton.
June 22, 1897	Charles F. Severance	Black Hawk.
June 22, 1897	Anna Louise Sitler	Jasper.
June 22, 1897	Florence Louise Strasser	Jackson.
June 22, 1897	Charles Madison Thompson	Adams.
June 22, 1897	Stella Tuttle	Hamilton.
June 22, 1897	Mary Virginia Wynkoop	Jackson.
June 22, 1897	Mary A. Down	Sac.
June 22, 1897	G. H. Olmsted	Black Hawk.
June 22, 1897	Mary Letta Dixon	Black Hawk.
June 22, 1897	William C. Kennedy	Appanoose.
June 22, 1897	J. W. W. Laird	Pottawat'mie.
June 22, 1897	Eliza F. Mitchell	Page.
June 22, 1897	Juliette Pierce	Delaware.
June 22, 1897	Mary E. Rice	Harrison.
June 22, 1897	Esther Spencer	Marshall.
June 22, 1897	Herbert Ransom Wright	Delaware.
June 22, 1897	Emma Bradley	Shelby.
July 1, 1897	Margaret Anderson	Cherokee.
July 1, 1897	Mae Arnold	Clarke.
July 1, 1897	Charles L. Babcock	Black Hawk.
July 1, 1897	E. Frances Barnett	Pottawat'mie.
July 1, 1897	Jessie May Barnt	Sac.
July 1, 1897	Celia M. Bell	Wapello.
July 1, 1897	Anna Bernard	Poweshiek.
July 1, 1897	Charles Emory Blodgett	Carroll.
July 1, 1897	Anna R. Border	Iowa.
July 1, 1897	Mary A. Boyle	Black Hawk.
July 1, 1897	Luther Clinton Bryan	Hamilton.
July 1, 1897	Eva M. Byerly	Jones.
July 1, 1897	Ruby Elizabeth Calderwood	Tama.
July 1, 1897	Charles W. Cavett	Mitchell.
July 1, 1897	Adelaide Grace Chambers	Black Hawk.
July 1, 1897	Carrie Ella Clark	Floyd.
July 1, 1897	William Woodard Coates	Black Hawk.

STATE CERTIFICATES—CONTINUED.

DATE OF CERTIFICATE.	TO WHOM ISSUED.	COUNTY.
July 1, 1897	M. Louisa Crary	Grundy.
July 1, 1897	Alice Bertha Curtis	Butler.
July 1, 1897	Grace Emily Curtis	Butler.
July 1, 1897	Flora Ethel Davis	Clayton.
July 1, 1897	Calvin Stewart Dodds	Louisa.
July 1, 1897	Lydia B. Eckhard	Black Hawk.
July 1, 1897	Bertha Josephine Edwards	Black Hawk.
July 1, 1897	Minnie Aristine Edwards	Black Hawk.
July 1, 1897	Edith M. Eighmey	Black Hawk.
July 1, 1897	Frank Emery Fowlie	Cedar.
July 1, 1897	Alice Fullerton	Floyd.
July 1, 1897	Hattie Ann Garrison	Jones.
July 1, 1897	Ida Gillaspie	Monroe.
July 1, 1897	Annie C. Goodale	Butler.
July 1, 1897	Mary A. Gordon	Poweshiek.
July 1, 1897	Joseph W. Graham	Cedar.
July 1, 1897	Harriet D. Haworth	Marshall.
July 1, 1897	Harry W. Heath	Benton.
July 1, 1897	Elizabeth W. Heaton	Jefferson.
July 1, 1897	Louise Heidenreich	Keokuk.
July 1, 1897	Cora Myrtle Henness	Mahaska.
July 1, 1897	Clara H. Hieber	Black Hawk.
July 1, 1897	Mary K. Hobbs	Calhoun.
July 1, 1897	Jessie Alberta Hoffman	Black Hawk.
July 1, 1897	Mary Hollen	Adair.
July 1, 1897	Hannah Lois Houghton	Benton.
July 1, 1897	Emma Florence Huffman	Dallas.
July 1, 1897	Mary M. Hughes	Washington.
July 1, 1897	Carrie E. Johnson	Pottawat'mie.
July 1, 1897	Josephine E. Johnson	Wright.
July 1, 1897	May L. Kennedy	Butler.
July 1, 1897	J. M. Kirby	Butler.
July 1, 1897	Margaret L. Klinefelter	Worth.
July 1, 1897	Charles W. Larkin	Henry.
July 1, 1897	N. M. Leonard	Dallas.
July 1, 1897	Jessie F. Lias	Jackson.
July 1, 1897	Elizabeth E. McDowell	Black Hawk.
July 1, 1897	Cilena G. Mercer	Pocahontas.
July 1, 1897	Robert H. Minkel	Black Hawk.
July 1, 1897	Berta Mitchell	O'Brien.
July 1, 1897	Chase E. Mulinex	Lyon.
July 1, 1897	E. C. Nelson	Hardin.
July 1, 1897	Evelyn Irene Newton	Benton.
July 1, 1897	Nora M. Niday	Wayne.
July 1, 1897	Ellen O'Brian	Wapello.
July 1, 1897	Nina A. Oldham	O'Brien.

STATE CERTIFICATES—CONTINUED.

DATE OF CERTIFICATE.	TO WHOM ISSUED.	COUNTY.
July 1, 1897	Ethel L. Osler	Pottawat'mie.
July 1, 1897	Alice Peters	Wapello.
July 1, 1897	Harriet Mae Pollock	Webster.
July 1, 1897	Frank Popham	Iowa.
July 1, 1897	Otis Randall	Dallas.
July 1, 1897	Minnie D. Reed	Woodbury.
July 1, 1897	William Henry Reever	Carroll.
July 1, 1897	Earl B. Rogers	Mitchell.
July 1, 1897	Lou L. Romey	Osceola.
July 1, 1897	Nellie M. Scott	Keokuk.
July 1, 1897	Carl J. Shaffer	Appanoose.
July 1, 1897	Fannie Shaffer	Appanoose.
July 1, 1897	Pearl M. Shaffer	Hardin.
July 1, 1897	Gertrude Mae Shank	Linn.
July 1, 1897	Adah Estella Snedicor	Cherokee.
July 1, 1897	William Sparks	Wayne.
July 1, 1897	Rosa Edith Sparr	Black Hawk.
July 1, 1897	Mary F. Stout	Grundy.
July 1, 1897	Marie E Wachholz	Chickasaw.
July 1, 1897	Ida A. Wagner	Tama.
July 1, 1897	Morton E. Weldy	Mahaska.
July 1, 1897	Nellie E. Weldy	Mahaska.
July 1, 1897	Jessie Marie Wilbern	Osceola.
July 1, 1897	Frankie E. Wilcox	Winneshiek.
July 1, 1897	Fred Williams	Mahaska.
July 1, 1897	Lena M. Wing	Lyon.
July 1, 1897	Margaret Young	Grundy.
July 1, 1897	Florence Belle Clark	Delaware.
July 1, 1897	R. A. Elwood	Appanoose.
July 1, 1897	Maud R. Rhoad	Greene.
July 1, 1897	Harvey A. Welty	Dickinson.
July 1, 1897	Ella D. Williams	Black Hawk.
July 1, 1897	Anna C. Brown	Monona.
July 1, 1897	George Eugene Brown	Cerro Gordo.
July 1, 1897	Jessie M. Butler	Iowa.
July 1, 1897	Benjamin P. Harding	Floyd.
July 1, 1897	A. Laura Humphries	Buena Vista.
July 1, 1897	John Andrew McIntosh	Decatur.
July 1, 1897	Joseph Parks	Wapello.
July 1, 1897	Lida J. Colton	Linn.
July 1, 1897	Winifred Evans	Linn.
July 1, 1887	Anna Gouldin	Linn.
July 1, 1897	Homer Harvey Hankins	Keokuk.
July 1, 1897	J. R. Jamison	Linn.
July 1, 1897	Jennie E. Post	Linn.
July 1, 1897	Archie Edward Rigby	Delaware.

STATE CERTIFICATES—CONTINUED.

DATE OF CERTIFICATE.	TO WHOM ISSUED.	COUNTY.
July 1, 1897	Myrtle Ward	Sioux.
July 1, 1897	Abby Boals	Cerro Gordo.
July 1, 1897	Anna Lalor Burdick	Hardin.
July 1, 1897	Margaret W. Cooper	Johnson.
July 1, 1897	R. B. Crone	Tama.
July 1, 1897	Maud Gray	Cedar.
July 1, 1897	Etta Maria Hunter	Johnson.
July 1, 1897	Elizabeth D. Jones	Johnson.
July 1, 1897	Charles J. Lynch	Benton.
July 1, 1897	John Meissner	Mahaska.
July 1, 1897	Clementine C. Otto	Johnson.
July 1, 1897	Theresa Elizabeth Peet	Jones.
July 1, 1897	R. G. Popham	Johnson.
July 1, 1897	Judson W. Reynolds	Mahaska.
July 1, 1897	Rozelle Fayette Skiff	Linn.
July 1, 1897	Samuel K. Stevenson	Johnson.
July 1, 1897	J. D. Adams	Grundy.
July 1, 1897	S. Charles Dickinson	Marshall.
July 1, 1897	Henry A. Gossard	Story.
July 1, 1897	Joshua Jester, Jr.	Warren.
July 1, 1897	Minnie B. King	Jasper.
July 1, 1897	Martha Meacham	Washington.
July 1, 1897	Homer R. Miller	Jasper.
July 1, 1897	Mary A. Morrissey	Shelby.
July 1, 1897	Samuel W. Myers	Polk.
July 1, 1897	Emily A. Reeve	Franklin.
July 1, 1897	Edward W. Richards	Wright.
July 1, 1897	Nellie Richards	Clarke.
July 1, 1897	Anna E. Sackett	Madison.
July 1, 1897	Elma Mary Southworth	Boone.
July 1, 1897	Clemmons G. Sutton	Wayne.
July 1, 1897	Albert van der Ploeg	Marion.
July 1, 1897	Frank Van Erdewyk	Kossuth.
July 1, 1997	Barclay Cary Winslow	Marshall.
July 1, 1897	John E. Witmer	Jasper.
July 1, 1897	Cornelia Klass	Washington
July 1, 1897	Herbert Clark Waddle	Benton.
July 1, 1897	Fred Ervin King	Appanoose.
July 1, 1897	Lincoln Horace Ozias	Woodbury.
July 1, 1897	Kate E. Sullivan	Bremer.
July 30, 1897	Amelia G. Reed	Jackson.
July 30, 1897	George H. Betts	Butler.
July 30, 1897	J. Anna Brabham	Shelby.
July 30, 1897	Alice Bradrick	Appanoose.
July 30, 1897	Jennie E. Pollock	Webster.
July 30, 1897	Luella Rogers	Harrison.

STATE CERTIFICATES—CONTINUED.

DATE OF CERTIFICATE.	TO WHOM ISSUED.	COUNTY.
July 30, 1897	Clarence McCracken	Cedar.
July 30, 1897	J. F. Holiday	Wayne.
July 30, 1897	Viola Helen Schell	Poweshiek.
July 30, 1897	Nettie A. Kepler	Black Hawk.
July 30, 1897	B. J. Horchem	Dubuque.
July 31, 1897	James Brakefield Young	Tama.
July 31, 1897	Fannie O. Ames	Mills.
July 31, 1897	Amanda Florence Ballard	Harrison.
July 31, 1897	Carrie E. Carrick	Madison.
July 31, 1897	Ernestine Houston	Mills.
July 31, 1897	Jeremiah Morrissey	Marshall.
July 31, 1897	Dora Hansen Shinn	Benton.
July 31, 1897	Henry Eugene Slattery	Story.
July 31, 1897	Orion O. Vogenitz	Worth.
Sept. 1, 1897	Leroy C. Bowers	Kossuth.
Sept. 1, 1897	Albert Stewart Fulton	Humboldt.
Sept. 1, 1897	Orris W. Herr	Sioux.
Sept. 1, 1897	Henrietta Kelly	Palo Alto.
Sept. 1, 1897	Leonard L. Lightcap	Dubuque.
Sept. 1, 1897	Julia M. Lynch	Dubuque.
Sept. 1, 1897	Paul M. Ray	Mitchell.
Sept. 1, 1897	Mary C. Rolfs	Scott.
Sept. 1, 1897	Guy Savage	Marshall.
Sept. 1, 1897	Bernard W. Schulte	Dubuque.
Sept. 20, 1897	Freeman Henry Bloodgood	Fayette.

STATE DIPLOMAS.

DATE OF DIPLOMA.	TO WHOM ISSUED.	COUNTY.
Jan. 1, 1896	Ozro Patterson Bostwick	Clinton.
Jan. 1, 1896	*William H. Bowser	Calhoun.
Jan. 1, 1896	*Helen Elliott	Mitchell.
Jan. 1, 1896	*Dennis M. Kelly	Jasper.
Jan. 1, 1896	*Angus Macdonald	Wright.
Jan. 1, 1896	Margaret McCowan	Polk.
Jan. 1, 1896	*James H. Morgan	Cedar.
Jan. 1, 1896	*Samuel Bruce Montgomery	Benton.
Jan. 1, 1896	Louisa Christiana Paterson	Polk.
Jan. 1, 1896	Dennis Arthur Thornburg	Chickasaw.
Jan. 1, 1896	*Samuel Gordon Burkhead	Buchanan.
Jan. 1, 1896	Nancy Jennette Carpenter	Plymouth.
Jan. 1, 1896	*Warren J. Dean	Madison.
Jan. 1, 1896	Sarah M. Loring	Polk.

*Held state certificate in Iowa.

STATE DIPLOMAS—CONTINUED.

DATE OF CERTIFICATE	TO WHOM ISSUED.	COUNTY.
Jan. 1, 1896	Henry Hurd Roberts	Scott.
Jan. 1, 1896	James Ephraim Williamson	Jefferson.
July 1, 1896	*Horatio Bryant Lizer	Black Hawk.
July 1, 1896	*Minnie May Moore	Floyd.
July 1, 1896	*T. Burton Morris	Linn.
July 1, 1896	*Paul Peterson	Shelby.
July 1, 1896	William Alfred Crusinberry	Polk.
July 1, 1896	Eliza George	Polk.
July 1, 1896	*Nathaniel Spencer	Crawford.
July 1, 1896	*Anna O. Temple	Iowa.
July 1, 1896	Hal H. Monlux	Jasper.
July 1, 1896	*John Allen Beard	Madison.
July 1, 1896	*Esther D. Hunt	Mahaska.
July 1, 1896	*Herbert G. Lamson	Cass.
Jan. 1, 1897	Charles C. Dudley	Jackson.
Jan. 1, 1897	*John N. Hamilton	Sac.
Jan. 1, 1897	*Frank Homer Slagle	Clayton.
Jan. 1, 1897	Walter Crosby Van Ness	Crawford.
Jan. 1, 1897	*Peter Burnett Woods	Marion.
July 1, 1897	*Louisa A. Franklin	Muscatine.
July 1, 1897	*Charles Alexander Fullerton	Floyd.
July 1, 1897	*J. Percival Huggett	Butler.
July 1, 1897	*A. L. Lyon	Dallas.
July 1, 1897	*Olive McHenry	Polk.
July 1, 1897	*Cyrus Herbert Morrill	Lee.
July 1, 1897	*William El Do Rummel	Polk.
July 31, 1897	*Daniel Swindler	Washington.

*Held state certificate in Iowa.

TEXT-BOOKS.

The house of representatives at the extra session of the Twenty-sixth General Assembly, passed a resolution requesting the superintendent of public instruction to report upon the subject of the supply of text-books for use in the public schools of the state. As amended the resolution reads as follows:

WHEREAS, The people of the state of Iowa have, for many years, been compelled to pay unreasonably high, and often extortionate, prices for the text-books necessary to educate their children in the public schools of the commonwealth, and, WHEREAS, The publishers of text-books have continued to charge the high prices notwithstanding the business and industry of the country have never suffered such severe and prolonged depression, the prices of all commodities and products of labor and the prices paid for labor being now greatly reduced below the normal rate; therefore, be it

Resolved, That the superintendent of public instruction be directed to give this matter his most careful attention, and investigate the various methods of obtaining and furnishing our public schools with text-books and supplies, and to report to the Twenty-seventh General Assembly the most practicable system for supplying the people of Iowa with suitable text-books at the lowest possible cost price to the taxpayers. And also to secure from not less than three reputable and responsible publishing houses, which are not in any way engaged in the publication or sale of school books, estimates showing the cost of the material, press work, and binding, per volume, of each of the various kinds of text-books necessarily used in the public schools of the state, such estimates to be based upon books similar in size and quality of workmanship to those now in general use, furnished in lots of not less than 10,000 of each kind at a time, from electro plates provided by the state.

It has been found impracticable to comply with the latter part of this resolution, which directs the superintendent of public instruction to obtain from three responsible houses not engaged in the sale or manufacture of school books estimates showing cost of material, press work, per volume, etc. Had a reasonable appropriation accompanied the resolution it would have given me pleasure to comply with its requirements, as the information thus obtained would be valuable in settling some disputed points. No reputable or responsible firm, however, not engaged in the sale or manufacture of text-books, would undertake such an extensive and careful investigation as would be necessary in order to make the results of any value, without a reasonable compensation. So many items enter into the compilation and manufacture of text-books, each of which has a direct bearing upon the ultimate price at which books can be sold to pupils at cost, that none but a careful expert can make such estimates as would be a safe guide in considering this question.

I have endeavored to comply with the original resolution in its spirit as well as in its letter. If the people of Iowa are paying extortionate prices for school books, or if other states are obtaining those of equal grade in all respects for less than we are, it is a wrong which ought to be remedied at once.

In order that this matter may be placed before you fairly, and without prejudice, I have made a brief summary of the laws in each of several states, and have appended to each the prices at which books are sold to the pupils in the public schools. I have also copied from the reports made to this office by the county superintendents the prices at which books are sold under the Iowa law for county uniformity. For this purpose I have selected five fairly representative counties. There are also added, for public information, the prices at which books are sold in certain towns and cities. In making selections of towns and cities, as well as of counties, reference has been had solely to difference of location, population, and character of the schools. In every case the prices published are those furnished this department by school authorities.

MISSOURI TEXT-BOOK LAW.

SECTION 1. The commission is constituted as follows: The state auditor, the attorney-general, the superintendent of public instruction, the president of the state normal school, and one practical public school teacher to be appointed by the governor. They each receive five dollars per day and actual traveling expenses for the time in session, not to exceed thirty days.

SEC. 3. The commission is directed, immediately after organization, to advertise for the lowest and best bids for standard school text-books to be used for a period of five years; each bid must be accompanied with a sample copy and a deposit of five hundred dollars to cover cost and damages for failure to comply with terms of contract.

SEC. 5. If any bid is satisfactory the commission shall select the cheapest and best course of text-books, taking into consideration the quality of material, illustrations, binding, and all things entering into the publication of a desirable school text-book.

SEC. 6. The commission shall require all publishers to specify and guarantee three prices, first, the contract price; second, the retail price, which shall not be more than fifteen per cent above the contract price; and third, the mailing price; and upon what terms, for the purpose of introduction, they will exchange other books offered for use, for those now in actual use. The law also provides upon what terms pupils about to be promoted may exchange their books for those of the next higher grade. The commission shall then, with the aid of the attorney-general, enter into a contract in the name of the state of Missouri for a period of five years with any house whose bid has been accepted, clearly setting out the terms of agreement as noted above. The publishers must enter into a bond of ten thousand dollars for the faithful performance of the contract.

SEC. 8. The commission may employ one clerk at a salary of $3.50 a day.

SEC 11. After the first day of September, 1897, no other text-books except those contracted for by said commission shall be sold for use in any of the public schools, and after the first day of September, 1898, no other text-books shall be used.

SEC. 12. Any school director or board of school directors violating this act shall be deemed guilty of a misdemeanor and become liable to a fine of not less than five nor more than twenty-five dollars for each offense. Nothing in this act, however, prevents the employment of other books, works of literature, and so on, for supplementary reading.

SEC. 15. For the purpose of carrying out the provisions of this act the sum of two thousand dollars is appropriated out of the general fund of the state.

MISSOURI.

TEXT-BOOKS.	RETAIL PRICE.
White's Oral Arithmetic	$ .30
Milne's Elementary Arithmetic	.25
Milne's Standard Arithmetic	.56
Rand-McNally Elementary Geography	.42
Rand-McNally Complete Geography	.81
Patrick's Lessons in Grammar	.25
Morris' Elementary History	.51
Shinn's American People	.86
De Garmo First Book in Language	.26
De Garmo Second Book in Language	.35
Vertical Writing (natural system)	.05
Baldwin's Essential Lessons in Physiology	.45
New Franklin Primer and First Reader Combined	.12
New Franklin Second Reader	.17
New Franklin Third Reader	.23
New Franklin Fourth Reader	.35
New Franklin Fifth Reader	.45
Taylor's Primer	.26
Sever's Progressive Speller	.16

THE CALIFORNIA TEXT-BOOK LAW.

California furnishes us the only example we have of state publication of school books. Under the law as adopted in 1885, the sum of $20,000 was appropriated for the purpose of compiling a series of text-books for the common schools. An additional sum of $150,000 was set aside for the purpose of establishing a plant, purchasing of material, and payment of salaries. In 1887 the further sum of $165,000 was appropriated for the same purpose. Other and additional appropriations have been found necessary from time to time in order to carry on the work and provide suitable books. The state of course owns the copyrights and the plants for binding and printing. California, according to figures compiled by the secretary of state, has appropriated $405,000 in all for printing text-books. There seem to be other items not included in the sum amounting to $73,669. Very much of this large sum has been refunded to the treasury from the sale of books. The theory of the state board fixes eight years as the time in which the estimated sales of books would pay for themselves and also for the plant. As against this theory are the facts that the books, as all school books must, need frequent revision, that the plant will wear out, and that the number sold does not reach the estimate. The following is the official list of books made by the state and the prices at which they are furnished pupils. It is very easy to determine whether there is any economy in state publication.

CALIFORNIA.

TEXT-BOOKS.	RETAIL PRICE.
Revised First Reader	$ .20
Revised Second Reader	.35
Revised Third Reader	.50
Revised Fourth Reader	.60
Speller	.30
Primary Number Lessons	.25
Advanced Arithmetic	.50
Lessons in Language	.30
Revised English Grammar	.55
U. S. History	.80
Elementary Geography	.60
Advanced Geography	1.20
Physiology	.60
Civil Government	.55
English Grammar (old edition)	.50

INDIANA TEXT-BOOK LAW.

SECTION 1. The state board of education constitutes the board of commissioners for making a selection or procuring the compilation of books for use in the common schools. Said board shall advertise for twenty-one consecutive days in two daily papers in Indiana, and one in New York, Philadelphia, Cincinnati, Chicago, and St. Louis First, for sealed proposals from publishers of school text-books, stating the price at which each book will be furnished. Second, from authors who have manuscripts of books not published, for price at which they will sell the same with a copyright of such book. Third, from persons who are willing to undertake the compilation of books as provided for in this act. Provided that all bids must be accompanied by a bond in the sum of fifty thousand dollars and provided further that bids shall be accompanied by an affidavit of the bidder that he is not connected with any scheme whereby the benefits of competition are denied to the people of the state.

SEC. 4. The board at the time of meeting shall open all bids and shall make a thorough investigation and ascertain under which of said proposals school books can be furnished the people of the state at the lowest price, considering the size, quality and matter. The price at which each book shall be furnished corresponds with the price as published in this report.

SEC. 5. Relates to the procuring of manuscripts.

SEC. 6. The state is not held liable to any contractors but all such contractors shall be paid from the proceeds of the sale of books.

The remaining sections of the law, which is quite lengthy, refer to the manner of distributing the books, the compensation to be paid for handling the books, reports to be made, and bonds to be given. One thousand dollars is appropriated out of the general fund in the state treasury to pay the expenses of the commission. The name and price of the book shall appear plainly upon the cover.

I quote a sentence from a letter from a private correspondent in Indiana, who is in a position to render his judgment valuable:

> There is another side to this question which you should not overlook. All of the school officers of the state, except the superintendent of public instruction, are paid salaries from local funds for looking after the books. This adds quite a good deal to the expense of the books during the five years' contract.

INDIANA.

TEXT-BOOKS.	RETAIL PRICE.
First Reader	$ .10
Second Reader	.15
Third Reader	.25
Fourth Reader	.30
Fifth Reader	.40
Elementary Arithmetic	.35
Complete Arithmetic	.45
Elementary Geography	.30
Complete Geography	.75
Spelling Book	.10
Primary Physiology	.30
Advanced Physiology	.60
Intermediate Grammar	.20
Complete Grammar	.40
Copy Books, each	.05
Practical Lessons in the use of English	.25
Practical English Grammar	.40
Montgomery's American History	.65

OHIO TEXT-BOOK LAW.

SECTION 1. Any publisher desiring to offer school books for use in Ohio shall file in the office of the state commissioner of common schools a copy of each book with the published list of the wholesale price thereof. A commission, consisting of the governor, the secretary of state, and the state commissioner of common schools, shall fix the maximum price at which such books may be sold to or purchased by boards of education, which maximum price shall not exeeed 75 per cent of the published list wholesale price thereof. If the publisher shall notify the commissioner that he accepts the price so fixed such written acceptance shall entitle him to offer books for sale to said boards of education for use under the terms of this act.

SEC. 3. It is not lawful for any board of education to adopt or cause to be used in the common schools any book whose publishers have not complied with the provisions of this act.

SEC. 4. If any publisher fails or refuses to furnish such books, having agreed to do the same, he shall be liable to a fine of $500.

Each board of education shall determine, by a majority vote of all members elect, which of said books so filed shall be used in the schools under its control. But no text-book once adopted shall be changed within a term of five years from its adoption. Each board has power to make necessary provisions and arrangements to place the books within easy reach of the pupils; 10 per cent may be added to the cost price to pay for handling the books. Under this law the board pays for all the books and the proceeds of the sale of the books are repaid into the contingent fund. This law also provides for free text-books if the electors so direct.

Thirty-eight leading companies have complied with the provisions of the law and are selling their books to the schools in Ohio. As far as I can ascertain they are selling their books at the same prices at which they are furnishing them to schools in Iowa under county or district contract.

KANSAS TEXT-BOOK LAW.

SEC. 1. The text-book commission consists of eight members to be appointed by the governor by and with the consent of the senate, not more than three of whom shall be selected from any one political party. They receive as compensation the sum of five dollars a day and actual expenses in going to and returning from any meeting. The state superintendent of public instruction is chairman of the commission with the right to vote upon any and all propositions.

SEC. 9. The text-book commission is empowered and authorized to select and adopt a uniform series of text-books for use in the public schools of the state of Kansas.

SEC. 10. The superintendent of public instruction is authorized to advertise in the official state paper for four consecutive weeks for bids and proposals.

SEC. 11. Any person or company desiring to make bids as provided in this act shall submit them in writing with a certified check for $1,000 to be forfeited to the state in case such party fails to enter into bond and make the contract if awarded to him.

SEC. 12. All bids and proposals must be on the following matters:

First.—From the publishers of school text-books for furnishing for use in the public schools of Kansas for a term of five years, each bid to state the price at which each book is to be furnished.

Second.—From any authors of school books who have manuscripts not published, for the price at which they will sell their manuscript.

Third.—From persons who are willing to undertake the compilation of books, the prices at which they are willing to undertake such work. All bids by publishers must be accompanied by a bond in the sum of $50,000 for the faithful performance of the contract. The bidder is required to make an affidavit to the effect that he is in no way connected with any other firm and that he is not a party to any contract or scheme whereby the benefits of competition are denied to the people of the state.

SEC. 15. All books shall be at a price not above or in excess of the price named in the law, which price includes all costs and charges for packing, transportation, and delivery to the proper place. It also provides for exchanging the books now in use for new at not more than 50 per cent of the maximum price fixed by the provisions of the law.

SEC. 17. The state is not held liable to any contractors for any sum of money, but all such contractors shall receive pay from the proceeds of the sale of the book or books.

SEC. 19. The company having contracted for furnishing text-books shall arrange with one dealer at the county seat in each county for handling said books. Such dealer is allowed to charge the people of the state a commission not exceeding 10 per cent on the contract price. The remainder of the act provides means for ordering the books direct from the school publishers for any city of the first or second class, through the county superintendent. It also provides penalties for the violation of contract, the term of duration of contract, which is not to be less than five years, and penalties for violating the act. Twenty-five hundred dollars is appropriated for the purpose of paying mileage and per diem of the commission and the expenses of the same. The further sum of $10,000 is appropriated for the purchase of such manuscripts as are provided for in this act.

The Kansas law has not been in operation long enough to judge of its effects upon the schools. In many respects it resembles the law of Indiana after which it is evidently modeled.

KANSAS.

TEXT-BOOKS.	RETAIL PRICE.
Student's Speller	$ .11
Student's First Reader	.11
Student's Second Reader	.18
Student's Third Reader	.25
Excelsior Fourth Reader	.33
Excelsior Fifth Reader	.44
Tillotson's Elementary Grammar	.22
Hoenshel's Complete Grammar	.37
Rand-McNally's Introductory Geography	.33
Rand-McNally's Grammar-School Geography	.82
Tarr's Physical Geography	.88
Wright's Civil Government	.44
Seymour's Mental Arithmetic	.22
New Model Elementary Arithmetic	.27
New Model Advanced Arithmetic	.38
Collin's Algebra	.55
Model School History	.55
Stevenson's Bookkeeping	.44
Hotze's Physics	.55
Hotze's Physiology	.55
Roudebush Vertical Writing	.05

Table of prices at which books are furnished pupils in Appanoose, Winneshiek, Warren, Monona and Polk counties, as returned to this office by the county superintendent:

APPANOOSE COUNTY, IOWA.

TEXT-BOOKS.	CONTRACT PRICE.
McGuffey's Primer	$ .10
McGuffey's First Reader	.15
McGuffey's Second Reader	.25
McGuffey's Third Reader	.35
McGuffey's Fourth Reader	.40
McGuffey's Fifth Reader	.60
Patterson's Speller	.15
Ray's New Elementary Arithmetic	.30
Ray's New Practical Arithmetic	.45
Ray's New Higher Arithmetic	.75
Barnes' Elementary Geography	.45
Barnes' Complete Geography	1.00
Eclectic Physical Geography	.85
Reister's Copy Books	.07
Conklin's English Grammar	.55
Reed's Language	.35
House I Live In	.25
Eclectic Guide to Health	.50
Steele's Hygiene	.85
Barnes' Primary History	.50
Barnes' Brief History	.85

WINNESHIEK COUNTY, IOWA.

Barnes' First Reader	.16
Barnes' Second Reader	.28
Barnes' Third Reader	.40
Normal Fourth Reader	.50
Normal Fifth Reader	.70
White's First Arithmetic	.23
White's Complete Arithmetic	.49
Swinton's Introductory Geography	.44
Rand-McNally's Grammar School Geography	.67
Patterson's Common School Speller	.14
Normal Copy Books, per dozen	.77
Sheldon's Primary Language	.30
Sheldon's Advanced Language	.50
Stowell's Healthy Body	.42
Hutchison's Physiology	.88
Barnes' Primary History	.45
Barnes' Brief History	.75
White's Outlines of History	.24

WARREN COUNTY, IOWA.

TEXT-BOOKS.	CONTRACT PRICE.
McGuffey's Revised First Reader	$ .13
McGuffey's Revised Second Reader	.23
McGuffey's Revised Third Reader	.32
McGuffey's Revised Fourth Reader	.38
McGuffey's Revised Fifth Reader	.54
McGuffey's Revised Sixth Reader	.64
McGuffey's Revised Speller	.13
White's First Arithmetic	.23
White's Complete Arithmetic	.49
Barnes' Brief History	.75
Pathfinder No. 2	.38
Steele's Hygienic Physiology	.75
Reed & Kellogg's Higher Lessons in English	.50
Reed & Kellogg's Introductory Language Work	.32
Butler's Elementary Geography	.44
Butler's Complete Geography	.96
Butler's Physical Geography	.87
Burton's Story of Our Country	.45
Ellsworth's New Reversible Writing Books (per doz.)	.75

MONONA COUNTY, IOWA.

Franklin First Reader	$ .16
Franklin Second Reader	.25
Franklin Third Reader	.35
Franklin Fourth Reader	.45
Franklin Fifth Reader	.60
Modern Speller	.16
Stoddard's Intermediate Arithmetic	.28
White's First Arithmetic	.23
White's Complete Arithmetic	.49
Barnes' Elementary Geography	.55
Barnes' Complete Geography	1.00
Barnes' Copy Books	.08
Maxwell's Intermediate Grammar	.35
Whitney-Lockwood Grammar	.53
Maxwell's Language	.35
Tarbell's Language	.45
Steele's Physiology	.75
Pathfinder No. 1	.23
Pathfinder No. 2	.38
Barnes' Primary History	.45
Barnes' Brief History	.75

POLK COUNTY, IOWA.

Barnes' First Reader	$ .16
Barnes' Second Reader	.28
Barnes' Third Reader	.40
Barnes' Fourth Reader	.56

POLK COUNTY, IOWA—CONTINUED.

TEXT-BOOKS.	CONTRACT PRICE.
Barnes' Fifth Reader	.72
Swinton's Primer	.10
Ray's Elementary Arithmetic	.26
Ray's Practical Arithmetic	.38
Barnes' Elementary Geography	.44
Barnes' Complete Geography	1.00
McGuffey's Revised Spelling Book	.13
Spencerian Copy Books	.06
Conklin's Grammar	.49
Long's Language	.15
Long's Language No. 2	.19
Child's Health Primer	.23
Young People's Physiology	.38
Hygienic Physiology	.75
Barnes' Primary History	.45
Barnes' Brief History	.75

Table of prices at which books are furnished to pupils in the schools of Hamburg, Davenport, Waukon, Burlington, Rock Rapids, Red Oak, Algona, and Boone, as furnished by the city superintendent of schools upon request of this department:

HAMBURG, IOWA.

TEXT-BOOKS.	CONTRACT PRICE.
Franklin First Reader	$ .20
Franklin Advanced First Reader	.20
Franklin Second Reader	.30
Franklin Advanced Second Reader	.35
Franklin Third Reader	.45
Franklin Advanced Third Reader	.45
Franklin Fourth Reader	.55
Franklin Fifth Reader	.75
Barnes' Fifth Reader	.90
Hunt's Modern Spelling Book	.20
Model Copy Books	.10
Fisk's Arithmetic No. 1	.30
Fisk's Arithmetic No. 2	.60
Hyde's Language No. 1	.35
Metcalf & Bright's Language	.45
Conklin's Grammar and Composition	.65
Butler's Elementary Geography	.55
Butler's Complete Geography	1.20
Barnes' Brief History	1.00
Smith's Physiology Primer	.30
Smith's Elementary Physiology	.50
Tracy's Physiology	1.00

DAVENPORT, IOWA.

TEXT-BOOKS.	CONTRACT PRICE.
Pollard's Primer	$ .12
Pollard's First Reader	.19
Harper's First Reader	.19
Harper's Second Reader	.29
Pollard's Second Reader	.28
Harper's Third Reader	.38
Appleton's Introductory Fourth Reader	.40
Appleton's Fourth Reader	.40
Appleton's Fifth Reader	.72
Modern Third Reader	.42
Modern Spelling Book	.16
Reed & Kellogg's Graded Lessons in English	.32
Reed & Kellogg's Higher Lessons in English	.53
White's First Arithmetic	.25
White's Complete Arithmetic	.52
Barnes' Brief History	.79
Rand-McNally's Elementary Geography	.48
Rand-McNally's Grammar School Geography	.75
Smith's Physiology Primer	.25
Smith's Elementary Physiology	.42
Normal Copy Books, No. 1-4, small size	.06
Normal Copy Books, No. 5-10, large size	.07

WAUKON, IOWA.

Barnes' First Reader	$ .20
Barnes' Second Reader	.30
Barnes' Third Reader	.40
Barnes' Fourth Reader	.60
Barnes' Fifth Reader	.75
Swinton's Fifth Reader	.75
Cook's Primary Arithmetic	.15
White's Elementary Arithmetic	.40
White's Complete Arithmetic	.50
Frye's Primary Geography	.48
Frye's Complete Geography	.96
Reed's Word Lessons	.20
Reed's Lessons in English	.35
Reed's Advanced Grammar	.55
Eclectic United States History	.80
All writing books	.10

BURLINGTON, IOWA.

Pollard's Speller	$ .18
Pollard's Primer	.15
Pollard's First Reader	.23
Pollard's Second Reader	.32
Pollard's Third Reader	.40
Harper's Fourth Reader	.55
Frye's Primary Geography	.60

BURLINGTON, IOWA—CONTINUED.

TEXT-BOOKS.	CONTRACT PRICE.
Frye's Complete Geography	1.15
Southworth's Essentials of Arithmetic	.40
Walsh's Grammar School Arithmetic	.65
Eggleston's First Book of American History	.60
Eggleston's United States History	.95
Blaisdell's Our Bodies and How We Live	.65
Conklin's Grammar	.60

ROCK RAPIDS, IOWA.

Pollard's Speller	$ .20
Pollard's First Reader	.25
Pollard's Second Reader	.35
Metcalf & Bright's Language Lessons	.30
Milne's First Lessons in Arithmetic	.25
Pathfinder No. 1—Child's Health Primer	.30
Pathfinder No. 2—Young People's Physiology	.45
Pathfinder No. 3—Steele's Hygienic Physiology	.90
Swinton's Word Primer	.15
Bright & Metcalf's Language Book	.40
Swinton's Word Book	.20
Milne's Elements of Arithmetic	.30
Reed & Kellogg's Graded Lessons in English	.40
Harvey's English Grammar	.60
Milne's Standard Arithmetic	.65
Frye's Primary Geography	.60
Frye's Complete Geography	1.20
Barnes' Brief History	1.00
Barnes' First Reader	.20
Barnes' Second Reader	.35
Barnes' Third Reader	.50
Barnes' Fourth Reader	.70
Barnes' Fifth Reader	.90
Watson's Complete Speller	.20
Spencerian Copy Books, per dozen	.89

RED OAK, IOWA.

Pollard's First Reader	$ .25
Appleton's Second Reader	.30
Appleton's Third Reader	.40
Appleton's Introductory Fourth Reader	.50
Appleton's Fourth Reader	.50
Pollard's Speller	.20
Swinton's Word Book	.20
Montgomery's United States History	1.00
Thomas' United States History	1.00
Barnes' Brief History	1.00
Fiske's United States History	1.00
Goodrich's Child's History	.60

RED OAK, IOWA—CONTINUED.

TEXT-BOOKS.	CONTRACT PRICE.
Milne's Standard Arithmetic	$ .65
Milne's Elements of Arithmetic	.30
Wentworth's First Steps in Algebra	.60
Houston's Physical Geography	1.25
Swinton's Grammar School Geography	1.25
Swinton's Introductory Geography	.55
Maxwell's English Grammar	.55
Hyde's Lessons in English—Part I	.35
Hyde's Lessons in English—Part II	.60
Johonnot's Lessons in Hygiene	.45
Writing Books—1 to 4	.08
Writing Books—5 to 10	.10

ALGONA, IOWA.

Harper's First Reader	.20
Harper's Second Reader	.30
Harper's Third Reader	.40
Harper's Fourth Reader	.50
Harper's Fifth Reader	.70
Harrington's Speller	.15
First Lesson in Language	.30
Elements of Composition and Grammar	.50
Frye's Primary Geography	.50
Frye's Complete Geography	1.00
Essentials of Arithmetic—Part I	.35
Essentials of Arithmetic—Part II	.50
Fiske's United States History	1.00
Pathfinder No. 2	.40
Steele's Physiology	.80

BOONE, IOWA.

McGuffey's Fourth Reader	.65
Barnes' Fifth Reader	.80
Hazen's Primer and First Reader	.22
Swinton's Word Primer	.12
White's Elementary Arithmetic	.40
White's Complete Arithmetic	.55
Long's Home Geography	.22
Eclectic Elementary Geography	.50
Eclectic Complete Geography	1.00
Smith's Primer Physiology	.30
Smith's Elementary Physiology	.40
Conklin's Grammar	.60
Metcalf's Language Exercises	.40
Swinton's Word Analysis	.30
Eggleston's First Book American History	.50

The following tables are arranged to show the cost of text-books in Iowa as compared with other states. In the tables are included the retail prices of one fourth reader, one arithmetic, an elementary geography, grammar, physiology, writing book, speller, and history, as comprising all the books actually needed by a pupil in this grade. These books are not all purchased, however, at one time and some of them are in use by the pupil until he is well advanced in the fifth reader. The average cost of this set of books, under state adoption, is $3.16; under county uniformity, $3.23; as sold in eight towns or cities, $3.72. If I had taken other states having state adoption the averages would have shown slightly different results. Thus these books in Oregon would cost $4.78; in Virginia, $3.78; in Minnesota, $3.39.

RETAIL PRICE OF TEXT-BOOKS.

TEXT-BOOK.	California.	Ohio.	Missouri.	Kansas.	Indiana.	Average cost of each book.
Fourth Reader	$ .60	$ .45	$ .38	$ .33	$ .30	$ .41
Arithmetic	.50	.49	.56	.39	.45	.48
Elementary Geography	.60	.36	.42	.33	.30	.40
Grammar	.55	.45	.40	.38	.40	.44
Physiology	.60	.45	.45	.55	.60	.53
Writing Book	.05	.05	.05	.06	.05	.05
Speller	.30	.14	.19	.11	.10	.17
History	.80	.75	.75	.55	.65	.70
Totals	$4.00	$3.14	$3.20	$2.70	$2.85	$ 3.18

TEXT-BOOK.	COUNTIES IN IOWA.					
	Polk.	Monona.	Warren.	Winneshiek.	Appanoose.	Average cost of each book.
Fourth Reader	$ .56	$ .45	$ .38	$ .50	$ .40	$ .46
Arithmetic	.38	.49	.49	.49	.45	.46
Elementary Geography	.44	.55	.44	.44	.45	.46
Grammar	.49	.53	.50	.50	.55	.52
Physiology	.38	.38	.38	.42	.50	.41
Writing Book	.06	.08	.07	.08	.07	.07
Speller	.13	.16	.13	.14	.15	.14
History	.75	.75	.75	.75	.85	.77
Totals	$3.19	$3.39	$3.14	$3.32	$3.42	$ 3.29

TEXT-BOOK.	Hamburg.	Davenport.	Red Oak.	Rock Rapids.	Burlington.	Waukon.	Boone.	Algona.	Average.
Fourth Reader	$ .55	$ .40	$ .50	$ .70	$ .55	$ .60	$ .65	$ .50	$ .55
Arithmetic	.60	.42	.65	.65	.65	.50	.40	.50	.55
Element. Geog.	.55	.48	.55	.60	.60	.48	.50	.50	.53
Grammar	.65	.53	.55	.60	.60	.55	.60	.50	.57
Physiology	.50	.42	.45	.45	.65	.45	.40	.40	.47
Writing Book	.10	.07	.08	.09	.10	.10	.08	------	.09
Speller	.20	.16	.20	.20	.18	.20	.12	.15	.18
History	1.00	.79	1.00	1.00	.95	.80	.80	1.00	.90
Totals	$4.15	$3.27	$3.98	$4.29	$4.28	$3.68	$3.55	$3 55	$ 3.84

The prices in some of the above cities doubtless include a small amount charged by local dealers for handling the books and for carrying them in stock.

AVERAGE PRICES.

TEXT-BOOK.	State printing or adoption.	Five Iowa counties.	Eight Iowa cities.
Fourth Reader	$ .41	$ .46	$ .55
Arithmetic	.48	.46	.55
Elementary Geography	.40	.46	.53
Grammar	.44	.52	.57
Physiology	.53	.41	.47
Writing Book	.05	.07	.09
Speller	.17	.14	.18
History	.70	.77	.90

It should be noted here that the difference in cost is owing mainly to the kind and character of the book in use. One fourth reader may contain fifty more pages than another. There is great difference in the type used and in the mechanical part of the book which may render it superior in every respect to some other book with which it is brought in direct competition. An inferior text-book, like a cheap piece of machinery, or an incompetent teacher, is dear at any price.

I have, also, for purposes of comparison, a fourth reader such as is authorized in the public schools of the province of Ontario. It is well bound, the matter is good, the type plain and unbroken. The book contains 336 pages, but is entirely without illustrations. The selling price is forty-five cents.

Up to this point I have discussed the subject simply from an economic standpoint. No other question has been considered than the cost of the text-books, in cash, to each individual pupil. Much thought and attention has been given to the subject. After investigating the laws in a number of states I am fully satisfied that the text-book law of Iowa, as it stands upon our statute books, is one of the best yet devised. It is free from cumbersome machinery, it invites competition, and counties acting under it are obtaining books at as reasonable rates as those of equal grade can be supplied in any state which has state printing or state adoption. I have examined the price lists of books used in other states, and in none of them can I find that publishers are providing the same books at any less price than they are providing them under their contracts in Iowa. Davenport furnishes a notable instance of a city in which the board of directors is taking advantage of the provision in the law which allows them to contract with the publishers, and sell the books to the pupils at cost, the proceeds being returned to the contingent fund from which the purchase money was originally taken.

The resolution does not call for an extended discussion of the feasibility of state printing or state contract as a means of supplying text books. The truth is that the price of text-books like that of any other commodity, is governed by the laws of trade. The book publisher takes about the same means and methods to advertise his trade that the merchant or manufacturer does to advertise his. An unscrupulous agent takes dishonest means sometimes to accomplish his ends, but the same is true in every business which employs traveling salesmen to sell its goods. The directors of our schools are usually chosen from the best and most upright persons in the community. As a body of men no charge of corruption can justly be brought against them.

There are several things which enter into the manufacture of text-books. In these days when our school curriculum is crowded so full of subjects, and when the public demand is to afford the most education in the least time, the arrangement and selection of material is of the greatest consequence. To include everything necessary for information or discipline, and to exclude everything which is unnecessary, and to arrange points in their logical order so as to present the subject as a whole in an instructive and entertaining manner, requires the services of one who is peculiarly well fitted for that work. The maker of an acceptable text-book must be a specialist; a thinker, and not a mere compiler. Again, the character of the type used and the texture of the paper cannot be overlooked, as they affect the eyesight of the pupils. Old, indistinct, broken type, glossy paper, poor press work, are the very best reasons sometimes why a cheap book should be discarded. The engravings with which our modern text-book is illustrated are very important adjuncts in the hands of a modern teacher. They should be clear cut, accurate, truthful representations. Such is sometimes the effect of these specimens of art with which some of our books are adorned, that rather than to cheapen them, it would be better to exclude them altogether. While I should be glad to see text-books of the highest grade sold at lower prices, I am forced by my convictions to say that in my opinion we cannot afford to put inferior books into the hands of our children even though they were furnished without money and without price. I cannot do better than to quote from the report I had the honor to make November 1, 1889:

> The nearer we can get to the manufacturers, and the fewer middlemen there are to handle the goods, the less is the expense to the consumer. The cost of books would be reduced 33⅓ per cent, probably more than that, if the boards of directors had power to purchase the text-books in the open market at the lowest wholesale rates. The money with which to do this should be drawn from the contingent fund and replaced from the cash sales of the books. This power could safely be lodged in the directors' hands at all times, and should be made imperative whenever the electors of the district order it done. It should also be made their duty to adopt a series of text-books and to permit no others to be used in the schools of that township. When the order to adopt any given series has been passed by a majority vote of those constituting the quorum, such action should be considered final, and no other series should be adopted for three years. The list of such books, with the prices attached, should be kept posted in every schoolroom, together with the place where such books may be obtained. It is urged in favor of this plan that it puts up no bar to competition in price or quality, and leaves the interests of the schools entirely in the hands of the people

As the law stands in the code of 1897 all this is now possible. Any school corporation through its directors may deal directly with the publishers and supply its schools with books at the lowest prices granted anywhere. An additional safeguard is found in the requirement that every firm furnishing books under a contract is bound to furnish them at as low a rate as they are sold for in any other district or state. Two amendments would improve the law. There is a great activity in educational lines to-day looking to improved methods of teaching. For instance the best geography now in use is totally unlike those in use ten years ago. The change has been brought about by the most careful study and research on the part of eminent scholars. The same in a large degree is true of history, arithmetic and other studies. The law should be so amended that if a new and improved edition of any text-book in use under the existing contract is issued during the life of that contract, the old books should be taken up and the new edition furnished without extra expense to pupils in the school. Again, if any family is about to move into an adjacent district, using different books so that the books they now have would become useless, the board of directors should purchase such books at a fair valuation, and resell them in the same manner as they sell other books.

One great objection to state uniformity is that such a law is always accompanied with a restrictive clause, naming a maximum price for each book adopted. Thus if a speller is offered for 10 cents per copy, the commission must adopt it, even though a much superior book in every respect is offered for 12 cents. In such a case the firm offering the cheapest book has the commission in its grip, from which the law allows no way of escape. If, as in Ohio, the commission were authorized to select the best books at not more than 75 per cent of the wholesale price, and if then the books could be furnished to the pupils free of cost, state uniformity would be shorn of half its terrors.

It is still my opinion, as it has been for years, that the solution of the problem is to be found in the adoption of free text-books. If the schools are free in some respects why should they not be in all? It is a noteworthy fact that in no case has a city or state having once made school books free, gone back to the old system.

Districts in twenty-nine different counties are furnishing text-books without cost to the pupils, under the permissive free text-book law as passed by the Twenty-sixth General Assembly and incorporated in the code of 1897. I submit the following extracts from letters from superintendents in charge of schools which adopted free text-books at the last school election.

MISSOURI VALLEY, HARRISON COUNTY.

The apparent advantages of free text-books are: (1) an increase of 9 per cent in enrollment and attendance, without any corresponding increase in the population of the district; (2) a very great saving in that each pupil in each class was provided with books at once and work began without any delay—this item probably equaling an added month to our school year; (3) freedom to use the newest and best text-books in all classes for which new books must be purchased, without reference to those used formerly or by other classes, contracts and adoptions and loss accompanying changes making this impossible under the old system of individual ownership; (4) much greater freedom in re-classifying pupils; (5) a better supply of better books than we ever had before.

It would appear that the cost need not exceed 50 cents per pupil for each year, taking the average of several years. Our first supply has cost about $1 per pupil, and several classes are using their own books with which they were already provided. This includes books for a large high school. The tendency will no doubt be to furnish a large number of books for reading and reference which the schools have usually gone without.

EAST DES MOINES, POLK COUNTY.

Free text-books have been in use in the East Des Moines schools since the opening of school in September.

The enrollment has materially increased this year, especially in the higher grades.

I am convinced that much time will be saved in the organization of classes, as well as when new pupils enter. Our experience with free text-books is too limited to speak definitely upon this subject, or to give an approximate cost of supplying the books.

There is no doubt in my mind as to the beneficial results attending the introduction of free text-books into our schools.

GLENWOOD, MILLS COUNTY.

Our district began the use of free text-books in September. The attendance the first day was $12\frac{1}{7}$ per cent greater than the first day last year. There is still about this same difference November 17. There was a great saving of time in organizing classes, as all pupils were supplied with books immediately. The same is true with regard to new pupils entering school later in the term.

A proper care of the books makes some extra work for the teachers.

The cost of the books this first year will be close to $1 per pupil. It will be less in succeeding years.

OTO, WOODBURY COUNTY.

Concerning free text-books, I can say that with us they are a grand success. Our enrollment is 20 per cent greater than for a corresponding length of time last year, or any previous year. It has been necessary to employ an additional assistant. To no other reasons can we attribute so large an increase in attendance. Classification and organization of classes are made simple and easy.

There is no more delaying among pupils, as formerly, securing books when they enter school. Their texts are given them and they are at work at once.

The cost is less per pupil than when the books are owned by individuals.

The books are in the care of the principal, he is responsible for them to the board; likewise each assistant is responsible to him.

Our patrons are enthusiastic over free text-books. On a whole I consider them a greater incentive toward perfecting our schools than any former movement.

The only possible objection the teacher can have is the responsibility he must assume, but the advantages involved outweigh that so much that any live teacher would not hesitate for a moment in advocating them.

CAPITAL PARK, DES MOINES, POLK COUNTY.

Pupils are always supplied with books and consequently are always ready for work. No time is wasted waiting for parents to buy the necessary books. Under the old system, for many pupils the first week of every term was practically wasted.

The attendance is much larger under this system. Many families are too poor to buy books at the call of the teacher, and they are too proud to accept charity books. Many parents will keep their children out of school rather than make the confession that they are dependent upon the district for the support it is then able to give them under the law.

The free text-book system secures a better grading in the schools. A pupil may be changed from one grade to another or from one room to another without making a care upon his parents for new books. It protects the pupils and the patrons from the mistakes of the teachers who frequently order the purchase of the wrong books, on account of unfamiliarity with the pupil's needs.

Contrary to the general opinion, the pupils take better care of their books than when they own them themselves. During the time the books are in use they practically belong to the teacher, and she is in a position to demand that each pupil shall use them with care.

D. F. Witter, a member of the Capital Park school board, has this to say regarding the system:

We have had free text-books in our district for eight years. We adopted the system long before it was legal to do so, but our people were all favorable to it, and we did not fear the result. We have found it a success, and our people would not do away with it under any consideration.

We bought our first books eight years ago, and keep them carefully covered, changing the covers each year, and as a result we still have a great many of the books on hand included in our first purchase. Especially is this true of the more expensive books we have to purchase for the higher grades. In the primary grades, where the pupils have less discretion and do not handle books as carefully, they wear out quicker, but they are cheaper, and the item does not amount to much. Directly the benefit to the residents of the district is very marked. The best estimates are that half the expense of purchasing books, or even more in my opinion is saved the patrons of the school each year. We have found from observation that it costs a person ordinarily about $15 for books enough to go through the high school if he has to buy them outright, while under our system the cost is about $3 per pupil for books used in the high school.

We have found that the measure has greatly increased the attendance at our school, and with the exception of a very few persons who go to the parochial schools, there is hardly a pupil of school age in the district who is not enrolled. This is because there is absolutely no excuse for not sending pupils. The poor are provided with books as well as the rich, and no discrimination is shown. We only charge that pupils shall take good care of the books.

EXIRA, AUDUBON COUNTY.

First, the enrollment was increased, as quite a number are in the school who could not have attended under the old system. Second, the effect upon the organization of classes was very noticeable. We were able to organize, classify, and equip our pupils in about one-fifth the time required by the old system. Third, free text-books greatly facilitate the classification of new pupils. We can start them at once without the usual loss of time in procuring books, etc. Fourth, the free text-book system was introduced this year and I find that the average cost per pupil is only $1.16. If we estimate the average wear of the books as low as five years, the average cost would be about 25 cents per year. Fifth, from the experience I have had, I cannot see a single adverse circumstance which will render the system undesirable.

In conclusion, I believe that the readiest and most satisfactory solution of the matter is in the free text-book system; that state publication is the most expensive system yet devised; that state adoption, as generally practiced, shuts out competition, and results too often in the use of inferior books to the injury of the school interests; if, however, the commissions were allowed to select from the best and latest books published, at a maximum price not to exceed 75 per cent of the wholesale list, many of the objections to state uniformity would be partially met; that, next to free text-books, the best and cheapest books are obtained when the directors purchase directly from the publishers and sell to the pupils at cost, without the intervention of a middleman, as can be done under the present Iowa law. Forty-three counties are acting under the provision of the law for securing county adoption; several others have uniformity by district adoption. It is safe to say that over one-half the counties in the state are supplying books purchased direct from the publishers.

In this discussion it has been my intention to treat the text-book question without prejudice or favor, conscientiously in all regards. It is one of the things of which I am proud, that during my professional life of twenty five years in Iowa, seventeen as superintendent of the Clinton schools and eight in this office, no publishing firm, or agent of any firm or house, has approached me with any inducement to favor the use or introduction of its books, except as warranted by their merits.

Moreover, during my long term of service as superintendent of public instruction, I have steadily refrained from recommending the books of any particular house or of expressing any approval or disapproval of their use in the public schools. It has been the settled policy of the office to treat the agents of book firms with the strictest impartiality, affording one as much as another the means of becoming acquainted with everything necessary to the promotion of his work, and then we have thought our duty ended. There it has ended.

CONDENSED REPORT.

As provided for by section 10, chapter 24, laws of 1890, of the list of text-books selected by the county boards of education, with contract prices of said books.

TEXT-BOOKS.	Adair.	Adams.	Appan'se.	Benton.	Buena V.	Butler.	Ch'rokee.	Chick's'w.	Dallas.	Davis.	Dickins'n.	Emmet.	Fayette.	Greene.	Grundy.	Hardin.	Harrison.	Howard.	Ida.	Jasper.	Johnson.	Jones.
Reader—First	$.18	$.13	$.15	$.16	$.14	$.16	$.16	$ .15	$.16	$.13	$.18	$.20	$.20	$.18	$.18	$.18	$.12	$.18	$.20	$.17	$.19	$.16
Second	.27	.23	.25	.25	.23	.25	.28	.25	.28	.23	.27	.28	.28	.27	.27	.27	21	.27	.28	.28	.28	.28
Third	36	.32	.35	.35	.29	.35	.40	.34	.40	.32	.36	.	.40	.36	.36	.36	.27	.37	.40	.38	.38	.40
Fourth	.45	.38	.40	.45	.38	.45	.56	.45	.56	.38	.45	.52	.52	.45	.45	.45	36	.48	.52	.50	.48	.56
Fifth	.68	.54	.60	.60	.68	.60	.72	.60	.72	.54	.68	.72	.72	.68	.68	.68	.40	.65	.72	.70	.72	.72
Sixth														.68		.68						
Speller	.15	.15	.15	.15	.15	.15	.15	.15	.13	.13	.18	.15	.15	.15	.15	.15	.10	.16	.13	.18	.16	.15
Word Analysis								.28		.28							.21					
* Writing	.75	.72	.84	.77	.72	.72	.72	.76	.72	.72	.72	.72	.84	.72	.72	.72	.72	.72	.72	.84	.84	.75
Arithmetic—Primary		.12																				
Intermediate	.28	.26	.30	.23	.24	.23	.24	.27	.26	.23	.30	.24	.24	.24	.24	.24	.18	.35	.24	.29	.24	.24
Complete	.52	.38	.45	.49	.60	.49	.52	.45	.38	.38	.50	.	.48	.48	.48	.52	.38	.50	.52	.42	.52	.52
Higher			.75					.64		.64												
Seat Work									.06						.06							
Geography—Introductory	.44	.44	.45	.49	.36	.44	.36	.44	.44	.41	.44	.36	.48	.44	.45	.44	.44	.45	.44	.48	.46	.45
Complete	.96	1.00	1.10	.96	.81	1.00	.81	.96	1.00	.90	.96	.81	1.00	.96	.94	.96	1.00	1.00	1.00	1.05	1.05	1.00
Physical		.80	.85				1.00	.87						.87		.87	.75				.92	.87
Language Lessons	.28	.32	.35	.26	.30	.30	.30	.30	.15	.15		.15	.26	.26	.32	.32	.29	.32	.32	.33	.32	.30
Intermediate				.38					.19	.19	.19	.19		.38					.30			
Grammar and Composit'n	.48	.49	.55	.50	.50	.50	.50	.50	.49	.49	.49	.48	.48	.45	.50	.50	.48	.55	.45	.55	.53	.50
Physiology—Primary	.23	.23	.25	.24					.24					.23	.24	.23	.24	.25	.23		.26	.23
Intermediate	.34	.38	.50		.38		.40	38	.40	.45	.38	.38	.40	.38	.40	.40	.40	.45		.44	.40	.38
Advanced	.49	.75	.85	.75	.75	.75	.75	.75	.75	.75	.72	.75	.75	.75	.75	.75	75	.50	.75			.75
History—Primary	45	.48	.50	.45	.48	.45	.45	.45			.45	.45	.48	.45	.45	.48	.45	.45	.45	.53	.48	.45
Advanced	.75	.75	.85	.75	.75	.75	.75	.65	.75	.75	.75	.79	.75	.75	.75	.75	.75	.75	.75	.82	.80	.75
General							1.20	1.20									1.20					
Civil Government	.75	.56	.95		.58	.75		.75	.54	.54		.75	.75	.75	.84	.58	.81	.80		.80	.90	.54
Elementary		.30	.40	.45					.30								.48					.30
Algebra		.84	.70		.70		.80	.80	.86							.90		.95		.92		.90
Elementary							.45	.48		.60				.45	.45		.45					

* Price per dozen

CONDENSED REPORT—CONTINUED.

TEXT-BOOKS.	Linn.	Louisa.	Lyon.	Madison.	Mahaska.	Marshall.	Mills.	Mitchell.	Monona.	Musc't'ne.	O'Brien.	Plymo'th.	Polk.	Pottawattamie.	Ringgold.	Shelby.	Tama.	Union.	Warren.	Winneshiek.	Worth.	Averages.
Reader—First	$.15	$.16	$.20	$.20	$.16	$.18	$.16	$.20	$.16	$.16	$.16	$.20	$.16	$.18	$.13	$.16	$.16	$.18	$.13	$.16	$.15	$.17
Second	.25	.2	.35	.28	.28	.26	.28	.28	.25	.25	.28	.28	.28	.27	.23	.28	.28	.27	.23	.28	.29	.27
Third	.34	.40	.50	.40	.40	.35	.40	.40	.35	.35	.40	.40	.40	.36	.32	.40	.40	.36	.32	.40	.41	.37
Fourth	.45	.56	.70	.52	.56	.45	.56	.52	.45	.45	.56	.52	.56	.45	.38	.56	.56	.45	.38	.50	.53	.49
Fifth	.60	----	.90	.72	.72	.60	----	.72	.60	.60	.72	.72	.72	.68	.54	.72	.72	.68	.54	.70	.73	.67
Sixth	----	----	----	.85	----	----	----	----	----	----	----	----	----	----	.64	----	----	----	.64	----	.87	.73
Speller	.15	.15	.15	.13	.13	.15	.20	.19	.16	.15	.15	.14	.13	.15	.13	.15	.14	.16	.13	.14	.16	.15
Word Analysis	----	----	----	----	----	.28	----	.28		----	----	.28	----	----	.28	----	----	----	----		----	.27
* Writing	.72	.72	.84	.72	.72	.72	.77	.72	.96	.84	.84	.72	.72	1.20	.70	.72	.75	.80	.75	.77	.73	.77
Arithmetic—Primary	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	.12
Intermediate	.23	.26	.30	.24	.23	.28	.28	.24	.23	.28	.23	.24	.26	.24	.26	.23	.23	.24	.23	.23	.25	.25
Complete	.49	.38	.60	.48	.49	.52	.52	.48	.49	.52	.52	.48	.38	.52	.38	.49	.49	.52	.49	.49	.49	.48
Higher	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	.68
Seat Work	----	----	----	----	----	----	----	.06	----	.06	----	----	.06	----	----	----	----	----	----	----	----	.06
Geography—Introductory	.41	.44	.55	.44	.44	.44	.44	.44	.55	.44	.48	.44	.44	.44	.44	.44	.44	.44	.44	.44	.45	.44
Complete	.90	1.00	1.25	1.00	1.00	.96	.96	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	.96	1.00	.96	.67	1.01	.97
Physical	----	.75	----	.94	----	.87	----	.84	----	.75	----	----	.75	----	----	.94	.87	.80	.87	----	.76	.85
Language Lessons	.26	.28	----	.32	.32	.30	.30	.30	.35	.26	.32	.30	.15	.23	.32	.30	.26	.28	.32	.30	.29	.28
Intermediate	.38		.40	----	----	.32	.32	----	.45	.45	----	.32	.19	.30	.19	----	----	----	.48	----	----	.31
Grammar and Composit'n	.48	.49	.60	.49	.48	.50	.50	.50	.53	.48	.50	.50	.49	.45	.49	.50	.52	.49	.50	.50	.47	.50
Physiology—Primary	.24	----	----		----	.23	----	.24	.23	.25	.24	.24	.23	.23	.23	.23	.23	.23	----	----	.25	.24
Intermediate	.40	.40	----	.38	.38	.38	----	.40	.38	.50	.40	.40	.38	.38	.38	.38	.48	.38	.38	.42	.41	.40
Advanced	.88	.75	----	.75	.75	.75	.75	----	.75	.88	.80	.75	.75	.75	.75	.75	.75	.75	.75	.88	.76	.75
History—Primary	.45		.50	.45	.45	.45	.45	.45	.45	.45	.45	.38	.45	.45	.45	.48	.45	.45	.45	.45	.46	.46
Advanced	.75	.75	1.00	.75	.75	.75	.75	.75	.75	.75	.75	.75	.75	.75	.75	.75	.75	.75	.75	.75	.76	.76
General	----	----	1.45	1.20	----	----	----	----	----	----	----	----	----	----	----	1.28	----	----	1.20	----	1.21	1.24
Civil Government	----	.54	----	.75	.75	.75	.84	.75	----	.54	.75	----	.54	.54	.54	.75	.57	.54	----	.75	.76	.69
Elementary	----		----	----	----	----	----	----	----	----	----	----	----	----	----	----	.30	----	.48	----	----	.38
Algebra	----	----	----	.80	----	.80	----	----	.95	.86	----	----	----	----	.86	.90	.86	.80	.80	.86	----	.83
Elementary	.45	----	----	.48	----	.48	----	.48	----	----	.45	----	.60	.48	----	----	----	.48	.48	----	----	.48

Price per dozen.

TEMPERANCE INSTRUCTION.

The reports from county superintendents indicate that the law is complied with as far as giving the requisite instruction in county normals is concerned. The same is true as far as we can judge from the reports sent to this department by secretaries of school boards in cities and towns.

The subject is an exceedingly difficult one to teach. In the hands of young, inexperienced teachers it may well be questioned whether the instruction is of any great value. It must at any rate consist almost entirely of matter taken from the text-book used in the school. In a large majority of cases the instruction given in the normal institute does not extend much beyond memoritor recitations. It is wanting in that vitalizing power which stimulates the teachers to set forth in their true light the evils attendant upon the use of alcohol and tobacco. Two things contribute to success in this temperance instruction; the intelligence, enthusiasm and moral integrity of the teacher, and the confidence of the community in the midst of which the school is situated.

To attempt scientific instruction at an early age before children are able to reason is harmful, and ought not to be attempted. At a later period, after the child has reached some degree of maturity, scientific study may undoubtedly be introduced with profit. On the other hand, the intention of the law as it stands to-day on the statute book is most beneficent. Teachers are under the strongest obligations to impress by example as well as by precept, the blessing of integrity, sobriety and temperance in all things. The evils which threaten society to-day from the use of alcohol and tobacco by the young, can never be lessened by the study of an elementary text-book, and the memorizing of a few cold, hard facts only. The law is good, but the teacher must go beyond the law, and hold up that lofty ideal of a noble man, a pure woman, a grand life, which can only be reached through paths of honesty, sobriety and industry. While we inform the intellect of the terrible evils which follow in the train of intemperance, we must at the same time strengthen the will, and cultivate the conscience, if we hope to render the child proof against all temptation when he reaches maturity.

SUMMARY

From cities and towns, regarding the manner and extent to which the require-
the teaching and study of the effects of alcoholic drinks, stimulants, and
of said cities and towns, during the school year 1896—1897.

TOWNS.	PRIMARY.			
	What method is employed?	Are text-books used by pupils?	Has a course of instruction been adopted by the board?	Are your pupils examined in this branch?
Ackley	Oral	No	Yes	Yes
Adel	Oral	No	No	No
Afton	Oral	No	Yes	Yes
Albia	Oral	No	Yes	Yes
Algona	Oral	No	Yes	Yes
Ames	Oral	No	No	No
Anamosa	Oral	No	Yes	Yes
Anita	Oral	No	Yes	Yes
Atlantic	Oral	No	No	No
Audubon	Oral	No	Yes	No
Avoca	Oral	No	Yes	Yes
Bedford	Oral	No	Yes	No
Belle Plaine	Oral	No	Yes	Yes
Bellevue	Oral	No	Yes	No
Belmond	Oral	No	Yes	Yes
Bloomfield	Oral	No	No	No
Boone	Oral	No	Yes	
Britt	Oral	No	Yes	Yes
Brooklyn	Oral	No	No	No
Burlington	Oral	No	Yes	Yes
Calmar	Oral	No	No	No
Carroll	Oral	No	No	Yes
Cascade	Book	Yes	Yes	Yes
Cedar Falls	Oral	No	Yes	Yes
Cedar Rapids	Oral	Yes	Yes	Yes
Centerville	Oral	No	Yes	Yes
Chariton	Oral	No	Yes	No
Charles City	Oral	No	Yes	Yes
Cherokee	Oral	No	Yes	No
Cincinnati	Book	Yes	Yes	Yes
Clarinda	Oral	No	Yes	Yes
Clarion	Oral	No	Yes	No
Clear Lake	Oral	No	Yes	No
Clinton	Oral	No	Yes	Yes
Colfax	Oral	No	Yes	No
Columbus Junction	Oral	No	Yes	Yes
Coon Rapids	Oral	No	No	No
Corning	Oral	No	Yes	Yes
Corydon	Oral	No	No	No
Council Bluffs	Oral	No	Yes	Yes
Cresco	Oral	No	Yes	Yes
Creston	Oral	No	Yes	Yes
Davenport	Oral	No	Yes	Yes
Decorah	Oral	No	Yes	Yes
Denison	Oral	No	Yes	Yes
Des Moines—Capital Park	Oral	No	Yes	Yes
East Des Moines	Book	Yes	Yes	Yes
North Des Moines	Oral	No	Yes	No
West Des Moines	Oral	No	Yes	No
De Witt	Oral	No	Yes	Yes

OF REPORTS

ments of Chapter 1, Laws of Twenty-first General Assembly, providing for narcotics upon the human system, have been complied with in the schools

GRAMMAR.				HIGH SCHOOL.				GENERAL QUESTIONS.		
What method is employed?	Are text-books used by pupils?	Has a course of instruction been adopted by the board?	Are your pupils examined in this branch?	What method is employed?	Are text-books used by pupils?	Has a course of instruction been adopted by the board?	Are your pupils examined in this branch?	Is this study given as much attention as the other essential branches?	Are your teachers skillful in giving the instruction required by law?	Are the board satisfied that the law has been complied with in its spirit?
Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	No	Yes	Yes
Oral	Yes	No	Yes	Book	Yes	No	Yes	Yes	Yes	Yes
Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes
Oral	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes
Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes
Book	Yes	No	Yes	Book	Yes	No	Yes	Yes	Yes	Yes
Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes
Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes
Book	Yes	No	Yes	Book	Yes	No	Yes	No	Yes	Yes
Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes
Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes
Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	No	Yes	Yes
Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	No	Yes	Yes
Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	No	Yes	Yes
Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes
Oral	No	No	Yes	Book	Yes	No	Yes	No	Yes	Yes
Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes
Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes
Book	Yes	No	Yes	Oral	No	No	No	Yes	Yes	Yes
Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes
Book	Yes	No	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes
Book	Yes	No	Yes	Book	Yes	No	Yes	Yes	Yes	Yes
Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes
Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes
Book	Yes	Yes	Yes	Oral	No	Yes	Yes	Yes	Yes	Yes
Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes
Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes
Oral	No	Yes	Yes	Book	Yes	Yes	Yes	No	Yes	Yes
Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes
Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes
Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes
Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes
Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes
Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes
Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes
Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes
Book	Yes	No	Yes	Book	Yes	No	Yes	Yes	Yes	Yes
Oral	No	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes
Book	Yes	No	Yes	Book	Yes	No	Yes	Yes	Yes	Yes
Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	No	Yes
Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	No	Yes
Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes
Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes
Oral	No	Yes	Yes	Book	Yes	Yes	Yes	No	Yes	Yes
Book	Yes	Yes	Yes	None	No	No	No	Yes	Yes	Yes
Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes
Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes
Book	Yes	Yes	No	Book	Yes	Yes	Yes	Yes	Yes	Yes
Oral	No	No	No	Book	Yes	Yes	Yes	No	Yes	Yes
Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes

SUMMARY OF REPORTS—

TOWNS.	PRIMARY.			
	What method is employed?	Are text-books used by pupils?	Has a course of instruction been adopted by the board?	Are your pupils examined in th branch?
Dubuque	Oral	No	Yes	No
Dunlap	Oral	No	Yes	Yes
Dyersville	Oral	No	Yes	Yes
Eagle Grove	Oral	No	Yes	No
Eldon	Oral	No	Yes	Yes
Eldora	Oral	No	Yes	Yes
Emmetsburg	Oral	No	Yes	Yes
Estherville	Oral	No	No	No
Fairfield	Oral	No	Yes	Yes
Farmington	Oral	No	No	No
Fayette	Oral	No	Yes	Yes
Forest City	Oral	No	Yes	Yes
Fort Dodge	Oral	No	Yes	Yes
Fort Madison	Oral	No	Yes	No
Garner	Oral	No	No	Yes
Glenwood	Oral	No	Yes	No
Grand Junction	Oral	No	No	No
Greene	Oral	No	Yes	No
Greenfield	Oral	No	No	No
Grinnell	Oral	No	No	No
Grundy Center	Oral	No	Yes	No
Guthrie Center	Oral	No	Yes	Yes
Guttenberg	Oral	No	Yes	Yes
Hamburg	Oral	No	Yes	No
Hampton	Oral	No	No	No
Harlan	Oral	No	Yes	Yes
Hawarden	Oral	No	Yes	No
Hedrick	Oral	No	Yes	No
Humboldt	Oral	No	Yes	Yes
Ida Grove	Oral	No	No	No
Independence	Oral	No	Yes	Yes
Indianola	Oral	No	No	No
Iowa City	Oral	No	Yes	Yes
Iowa Falls	Oral	No	Yes	Yes
Jefferson	Oral	No	Yes	Yes
Keokuk	Oral	No	Yes	Yes
Keosauqua	Oral	No	Yes	Yes
Knoxville	Oral	No	Yes	Yes
Lake City	Oral	No	Yes	Yes
Lamoni	Oral	No	Yes	No
Lansing	Oral	No	Yes	Yes
La Porte City	Oral	No	No	No
Le Mars	Oral	No	Yes	No
Leon	Oral	No	Yes	Yes
Logan	Oral	No	Yes	Yes
Lyons	Oral	No	Yes	Yes
McGregor	Oral	No	No	Yes
Malvern	Oral	No	Yes	No
Manchester	Oral	No	Yes	Yes
Manning	Oral	No	Yes	Yes
Manson	Oral	No	Yes	Yes
Mapleton	Oral	No	Yes	No
Maquoketa	Oral	No	Yes	Yes
Marengo	Oral	No	Yes	Yes
Marion	Oral	No	Yes	No
Marshalltown	Oral	No	Yes	No
Mason City	Oral	No	Yes	No
Missouri Valley	Oral	No	Yes	Yes
Montezuma	Oral	Yes	Yes	Yes
Monticello	Oral	No	No	No
Moulton	Oral	No	Yes	Yes
Mt. Ayr	Oral	No	Yes	No
Mt. Pleasant	Oral	No	Yes	No
Mt. Vernon	None	No	No	No
Muscatine	Oral	No	Yes	Yes

CONTINUED.

GRAMMAR.				HIGH SCHOOL.				GENERAL QUESTIONS.		
What method is employed?	Are text-books used by pupils?	Has a course of instruction been adopted by the board?	Are your pupils examined in this branch?	What method is employed?	Are text-books used by pupils?	Has a course of instruction been adopted by the board?	Are your pupils examined in this branch?	Is this study given as much attention as the other essential branches?	Are your teachers skilful in giving the instruction required by law?	Are the board satisfied that the law has been complied with in its spirit?
Book.	Yes...	Yes...	Yes...	Book	Yes.	Yes...	Yes.	No ...	Yes...	Yes.
Book.......	Yes...	Yes...	Yes...	Book......	Yes.	Yes...	Yes.	Yes...	Yes...	Yes.
Book.......	Yes...	Yes...	Yes...	Book......	Yes.	Yes...	Yes.	Yes...	Yes...	Yes.
Book.......	Yes...	Yes...	Yes...	Book......	Yes.	Yes...	Yes.	Yes...	Yes...	Yes.
Book.......	Yes...	Yes ..	Yes...	Book......	Yes.	Yes...	Yes.	Yes...	Yes...	Yes.
Book.......	Yes...	Yes...	Yes...	Book......	Yes.	Yes...	Yes.	Yes...	Yes...	Yes.
Book......	....	Yes...	Yes...	Book......	......	Yes...	Yes.	Yes...	Yes...	Yes.
Book.......	Yes...	No....	Yes...	Book......	Yes.	No....	Yes.	No....	Yes...	Yes.
Book.......	Yes...	Yes..	Yes...	Book......	Yes.	Yes..	Yes.	Yes...	Yes...	Yes.
Book.......	Yes...	No....	Yes...	Book	Yes.	No....	Yes.	Yes...	Yes...	Yes
Book.......	Yes...	Yes...	Yes...	None......	No..	No....	No..	Yes...	Yes...	Yes.
Book.......	Yes...	Yes...	Yes...	Book......	Yes.	Yes...	Yes.	Yes...	Yes...	Yes.
Book.......	Yes...	Yes ..	Yes...	Book......	Yes.	Yes...	Yes.	Yes...	Yes...	Yes.
Book.......	Yes...	Yes...	Yes...	Book......	Yes.	Yes...	Yes.	No ..	Yes...	Yes.
Book.......	Yes ..	No....	Yes...	Book......	Yes.	No....	Yes.	Yes...	Yes...	Yes.
Book.......	Yes...	Yes...	Yes...	Book......	Yes.	Yes...	Yes.	Yes...	Yes...	Yes.
Book.......	Yes...	Yes...	Yes...	Book......	Yes.	Yes...	Yes.	Yes...	Yes ..	Yes.
Book... ...	Yes...	Yes...	Yes ..	Book......	Yes.	Yes...	Yes.	Yes...	Yes...	Yes.
Book.......	Yes...	No ...	No....	Book......	Yes.	No....	No..	Yes...	Yes...	Yes.
Book.......	Yes...	Yes...	No....	Book......	Yes	Yes...	Yes.	No....	Yes...	Yes.
Book.......	Yes...	Yes...	Yes...	Book......	Yes.	Yes...	Yes.	No....	Yes...	Yes.
Oral........	Yes...	Yes...	Yes...	Book......	Yes	Yes...	Yes	Yes...	Yes...	Yes.
Book.......	Yes...	Yes...	Yes...	Book......	Yes	Yes...	Yes.	Yes...	Yes...	Yes.
Book.......	Yes...	Yes...	Yes...	Book......	Yes.	Yes...	Yes.	No....	Yes...	Yes.
Book.	Yes...	Yes...	Yes...	Book......	Yes	Yes...	Yes.	No....	Yes...	Yes.
Book......	Yes...	Yes...	Yes...	None......	No..	No ...	No..	Yes...	Yes...	Yes.
Book.......	Yes...	Yes...	No....	Book......	Yes.	Yes...	Yes.	Yes...	Yes...	Yes.
Book.......	Yes...	Yes...	Yes...	Book......	Yes.	Yes...	Yes.	Yes...	Yes...	Yes.
Book.......	Yes...	Yes...	Yes...	Book... ..	Yes.	Yes...	Yes.	Yes...	Yes...	Yes.
Book.......	Yes...	No....	Yes...	Book......	Yes.	No....	Yes.	Yes...	Yes...	Yes.
Book.......	Yes...	Yes...	Yes...	Book......	Yes.	Yes...	Yes.	Yes...	Yes...	Yes.
Book.......	Yes...	No ...	Yes...	Book......	Yes.	No....	Yes.	Yes...	Yes...	Yes.
Book.......	Yes...	Yes...	Yes...	Book......	Yes.	Yes...	Yes.	Yes...	Yes...	Yes.
Book.......	Yes...	Yes...	Yes...	Book......	Yes.	Yes...	Yes.	Yes ..	Yes...	Yes.
Book.......	Yes...	Yes...	Yes...	Book......	Yes	Yes...	Yes	Yes...	Yes...	Yes.
Book.......	Yes...	Yes...	Yes...	Book......	Yes.	Yes...	Yes.	Yes...	Yes...	Yes.
Book.......	Yes...	Yes...	Yes...	Book......	Yes.	Yes...	Yes.	Yes...	Yes...	Yes.
Book.......	Yes...	Yes ..	Yes...	None......	No..	No....	No..	No....	Yes...	Yes.
Book.......	Yes...	Yes...	Yes...	Book......	Yes.	Yes...	Yes.	No....	Yes.	
Oral........	No....	Yes...	No....	Book......	Yes.	Yes...	Yes.	No....	Yes...	Yes.
Book.......	Yes...	Yes...	Yes...	None......	......	....	. ....	Yes...	Yes...	Yes.
Book.......	Yes...	Yes...	Yes...	Book......	Yes.	Yes...	Yes.	No....	Yes...	Yes.
Book.......	Yes...	Yes...	Yes...	Book......	Yes.	Yes...	Yes.	Yes...	Yes...	Yes.
Book.......	Yes...	Yes...	Yes...	Book......	Yes	Yes...	Yes.	Yes...	Yes...	Yes.
Book.......	Yes...	Yes...	Yes...	Book......	Yes.	Yes...	Yes.	Yes...	Yes...	Yes.
Book.......	Yes...	Yes...	Yes...	Book......	Yes.	Yes...	Yes.	No....	Yes...	Yes.
Book.......	Yes...	No....	Yes...	Oral......	No..	No....	No..	No....	Yes...	Yes.
Book.......	Yes...	Yes...	Yes...	Book......	Yes.	Yes...	Yes.	Yes...	Yes...	Yes.
Book.......	Yes...	Yes...	Yes...	Book......	Yes.	Yes...	Yes	Yes...	Yes...	Yes.
Book.......	Yes...	Yes...	Yes...	Book......	Yes.	Yes...	Yes.	Yes...	Yes...	Yes.
Book.	Yes...	Yes...	Yes...	Book	Yes.	Yes...	Yes.	Yes...	Yes...	Yes.
Book.......	Yes...	Yes...	Yes...	Book......	Yes.	Yes...	Yes.	Yes...	Yes...	Yes.
Book.......	Yes...	Yes...	Yes...	Book......	Yes.	Yes...	Yes.	Yes...	Yes...	Yes.
Book..	Yes...	Yes...	Yes...	Book......	Yes.	Yes...	Yes.	Yes...	Yes...	Yes.
Book.......	Yes...	Yes...	Yes...	Book......	Yes.	Yes...	Yes	Yes...	Yes...	Yes.
Book.......	Yes...	Yes...	Yes...	Book......	Yes.	Yes...	Yes	Yes...	Yes...	Yes.
Book.......	Yes...	Yes...	No....	Book......	Yes.	Yes...	Yes.	Yes...	Yes...	Yes.
Book.......	Yes...	Yes...	Yes...	Book	Yes.	Yes...	Yes.	Yes...	Yes...	Yes.
Book.......	Yes...	Yes...	Yes...	Book......	Yes.	Yes...	Yes	Yes...	Yes...	Yes.
Book.......	Yes...	Yes...	Yes...	Book	Yes	Yes...	No..	Yes ..	Yes...	Yes.
Book.......	Yes...	Yes...	Yes...	Book	Yes.	Yes...	Yes.	Yes...	Yes...	Yes.
Book.......	Yes...	Yes...	Yes...	Book......	Yes.	Yes...	Yes.	Yes ..	Yes...	Yes.
Book.......	Yes...	Yes...	Yes...	None	No..	No....	No..	Yes...	Yes...	Yes.
Book.......	Yes...	Yes...	Yes...	Book.....	Yes.	Yes...	Yes.	Yes...	Yes...	Yes.
Book.......	Yes..	Yes...	Yes...	Oral.......	Yes.	Yes...	Yes.	Yes...	Yes...	Yes.

SUMMARY OF REPORTS—

TOWNS.	PRIMARY.			
	What method is employed?	Are text-books used by pupils?	Has a course of instruction been adopted by the board?	Are your pupils examined in this branch?
Mystic	Oral	No	No	Yes
Nashua	Oral	No	Yes	No
Nevada	Oral	No	Yes	Yes
New Hampton	Oral	No	Yes	Yes
New Sharon	Oral	No	Yes	Yes
Newton	Oral	No	Yes	Yes
Nora Springs	Oral	No	No	No
Northwood	Oral	No	Yes	Yes
Odebolt	Oral	No	Yes	Yes
Oelwein	Oral	Yes	Yes	Yes
Onawa	Oral	No	Yes	Yes
Orange City	Oral	No	Yes	Yes
Osage	Oral	No	No	Yes
Osceola	Oral	No	Yes	Yes
Oskaloosa	Oral	No	Yes	Yes
Ottumwa	Oral	No	Yes	Yes
Pella	Oral	No	Yes	No
Perry	Oral	No	Yes	No
Red Oak	Oral	No	Yes	No
Reinbeck	Oral	No	No	No
Rockford	Oral	No	Yes	No
Rock Rapids	Oral	No	Yes	Yes
Sac City	Oral	No	Yes	Yes
Sanborn	Oral	No	Yes	No
Seymour	Oral	Yes	Yes	Yes
Sheldon	Oral	No	Yes	Yes
Shenandoah	Oral	Yes	Yes	Yes
Sibley	Oral	No	Yes	No
Sigourney	Oral	No	Yes	Yes
Sioux City	Oral	No	Yes	Yes
Spencer	Oral	No	Yes	Yes
Spirit Lake	Oral	No	No	No
Storm Lake	Oral	No	Yes	No
Stuart	Oral	No	Yes	Yes
Sumner	Book	Yes	Yes	Yes
Tama	Oral	No	No	No
Tipton	Oral	Yes	Yes	Yes
Toledo	Oral	No	Yes	Yes
Traer	Oral	No	No	Yes
Villisca	Oral	No	Yes	No
Vinton	Oral	No	Yes	No
Wapello	Oral	No	Yes	No
Washington	Oral	No	Yes	No
Waterloo, East	Oral	No	No	No
Waterloo, West	Oral	No	Yes	No
Waukon	Oral	No	Yes	Yes
Waverly	Oral	No	Yes	No
Webster City	Oral	No	Yes	No
West Liberty	Oral	No	Yes	Yes
West Union	Oral	No	Yes	No
What Cheer	Oral	No	Yes	No
Wilton Junction	Oral	No	No	No
Winterset	Oral	No	Yes	Yes
Woodbine	Oral	No	No	Yes

CONTINUED.

GRAMMAR.				HIGH SCHOOL.				GENERAL QUESTIONS.		
What method is employed?	Are text-books used by pupils?	Has a course of instruction been adopted by the board?	Are your pupils examined in this branch?	What method is employed?	Are text-books used by pupils?	Has a course of instruction been adopted by the board?	Are your pupils examined in this branch?	Is this study given as much attention as the other essential branches?	Are your teachers skillful in giving the instruction required by law?	Are the board satisfied that the law has been complied with in its spirit?
Book	Yes	Yes	Yes	None	......	......	......	Yes	Yes	Yes
Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes
Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes
Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes
Oral	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes
Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes
Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes
Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes
Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes
Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	No	Yes	Yes
Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes
Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes
Book	Yes	No	Yes	Oral	Yes	Yes	Yes	Yes	Yes	Yes
Book	Yes	Yes	Yes	Oral	Yes	Yes	Yes	Yes	Yes	Yes
Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes
Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes
Oral	No	Yes	No	Book	Yes	Yes	Yes	Yes	Yes	Yes
Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes
Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes
Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes
Book	Yes	Yes	Yes	Oral	No	No	No	Yes	Yes	Yes
Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes
Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes
Book	Yes	Yes	Yes	Oral	No	Yes	No	Yes	Yes	Yes
Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes
Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes
Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes
Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes
Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes
Oral	No	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes
Book	Yes	Yes	Yes	Book	Yes	Yes	......	Yes	Yes	Yes
Book	Yes	No	Yes	Book	Yes	No	Yes	Yes	Yes	Yes
Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes
Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes
Book	Yes	Yes	Yes	None	No	No	No	Yes	Yes	Yes
Oral	No	No	No	......	Yes	No	Yes	Yes	Yes	Yes
Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes
Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes
Book	Yes	No	Yes	Book	Yes	No	Yes	Yes	Yes	Yes
Book	Yes	......	Yes	Book	Yes	......	Yes	Yes	Yes	Yes
Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes
Book	Yes	Yes	Yes	Book	Yes	Yes	Yes			
Oral	No	Yes	No	Book	Yes	Yes	Yes	Yes	Yes	Yes
Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes
Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes
Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes
Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes
Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes
Book	Yes	Yes	Yes	None	No	No	No	Yes	Yes	Yes
Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes
Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes
Oral	No	No	No	Book	Yes	Yes	Yes	Yes	Yes	
Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	No	Yes	Yes
Oral	Yes	......	Yes	Oral	Yes	......	Yes	Yes	Yes	Yes

Necrology.

J. C. Gilchrist.
J. W. McClellan.
C. P. Rogers.
G. F. Magoun.
J. M. DeArmond.
H. L. Coughlan.
G. E. Hancorne.

"Time takes them home that we love, fair names and famous,
To the soft, long sleep, to the broad, sweet bosom of Death;
But the flower of their souls he shall not take away to shame us,
Nor the lips lack song forever that now lack breath.
For with us shall the music and perfume that die not dwell,
Though the dead to our dead bid welcome, and we farewell."

J. C. GILCHRIST.

Born in Allegheny City, Pa., May 20, 1831. Educated at Antioch under the care and guidance of Horace Mann, whose memory he held in great reverence. In 1860 he took charge of the seminary at California, Washington county, Pa., and was instrumental in converting it into a normal school. He came to Iowa in 1871 to engage in institute work and was chosen superintendent of the schools at Mason City in 1873. In 1876 he was elected president of the State Normal School, then just established at Cedar Falls. He continued in this position for ten years, and during that time laid broad and deep the foundations of solid learning and high scholarship upon which the school rests to-day. He was afterwards president of the Northern Iowa Normal School at Algona, and later dean of the normal department of the Northwestern University at Sioux City. He filled all these positions creditably and with usefulness to the cause of education.

"As a teacher he magnified his office. Teaching was to him 'a high and holy calling, worthy of the ambition of the best minds.' He held before his pupil teachers as an ideal, the placing of their vocation among the learned professions. To him, the teacher's mission was second to none; its aims were not temporal, but eternal; its rewards not human, but divine."

He died at Laurens, Iowa, August 12, 1897.

J. W. McCLELLAN.

Born December 28, 1841, in Coatesville, Pa. Educated at Lafayette college, Easton, Pa. Was a member of the Forty-third Pennsylvania infantry in the civil war, and acted as a bearer of dispatches at the battle of Gettysburg. Superintendent of schools at Marion, Iowa, 1869 to 1881 Superintendent at Vinton, Iowa, 1885 to 1895. Died in Pennsylvania, June 6, 1896. "He was a true gentleman, a genial companion, a rare type o Christian manhood, and a faithful worker in his chosen field. His monument is already reared in the hearts and lives of hundreds in Iowa and throughout the west."

C. P. ROGERS.

Born in Kingston Center, Ohio, June 22, 1844. Member One Hundred and Forty-fifth regiment Ohio volunteers during the war. His regiment was stationed on the plantation of General Lee at Arlington Heights. A graduate of the State University of Iowa, 1869. Superintendent Marengo schools, 1869–1874. Superintendent Marshalltown schools, 1874–1896. "Iowa's educational history, if it commends the deeds and ability of any of this generation, can never be silent concerning the career and the professional accomplishments of the lamented Commodore Perry Rogers."

G. F. MAGOUN.

Born in Bath, Me., March 29, 1821. Graduated from Bowdoin college, 1841. President of Iowa college, 1862–1884. Professor of philosophy, 1884–1890. Died at Grinnell, January 30, 1896. "The dignity of his mind and manner was that of a gentleman of the old school. His memory will remain an honored and honoring possession in the educational circles of the state to which he gave the greater part of his life."

J. M. DEARMOND.

Born in Blair county, Pennsylvania, September 7, 1846. Graduated at Davenport high school, 1869. Principal in Davenport, 1869–1885 and 1890–1895. Died in Davenport, June 4, 1896. "He was an industrious student, an able and enterprising educator, an inspiring teacher, conscientious and faithful in the discharge of every official duty, and highly esteemed as a man in the community in which he lived."

H. I. COUGHLAN.

Born at Mingo, Iowa, September 23, 1861. Graduated from the State university, 1888. Elected principal of the grammar school in Iowa City, 1890. Died at Iowa City, March 12, 1896. "He was a rare teacher, an ornament to his profession, a good citizen, and a consistent Christian. The good of such lives lives after them."

G. E. HANCORNE.

Born in Michigan 1865. Superintendent Nashua schools, 1894. Died in Lansing, Mich., July 29, 1896. "What many a king and princely ruler would gladly have given his wealth and crown to obtain when his last moments came, he possessed the knowledge that the little children to whom he had been a true friend would water his grave with their tears."

SCHOOL EXTENSION.

A movement has just been inaugurated, in some respects like the Chautauqua plan, for using the school as the center for promoting home reading among families, and the older pupils after they have finished their schooling. As at present conducted the school has but little hold upon the pupil when he ceases to be a member of it.

His education, if it can be called an education, leaves him without any thought of bringing to perfection what he has just commenced. It has implanted no seeds of growth, but rather it seems to dwarf and hinder his progress. His education has no future; it faces no hereafter. The remedy is to so conduct the pupil's reading while under the care and guidance of his teacher that he will not be willing to drop it when he is through school. The mental stimulus which he has derived from books should still be necessary to his happiness and contentment. It should direct and inspire his intellectual life when he reaches maturity.

The youth who, when he leaves school, is in some degree acquainted with books, who has been taught to obtain knowledge and mental power from the printed page, is able to work out his own education in whatever direction his natural taste may lead him. He can know, if he will, what past civilizations have accomplished and, what is more, he can keep himself informed of the changes which the civilization of the present is undergoing. To him life loses its barrenness. He dwells no longer in the midst of the trackless desert, but amid the delights and beauties of a fruitful field.

The school and the home have a community of interests of which we make too little account. Dr. Harris says: "The school has never done one-tenth of what is possible to be done in the way of assisting the child, and through him the parents, to reap the full value of the art of reading and writing, and intercommunication with one's fellow men."

The problem before us is how to broaden the scope of the public school so as to make it an important factor in community life. I am convinced that it cannot be done by multiplying the number of studies, nor by increasing the severity of the technical examination which the teachers must pass in order to receive a certificate. Our teachers have been taught to look upon the school as an isolated place, a fragmentary thing, whose worth and usefulness is largely measured by the amount of the monthly stipend. The teacher's conceptions of the province of the school need to be developed in almost every direction.

The aim of education is not only the acquisition of knowledge, but the ability to retain it and use it so as to make the home happier, the neighborhood more charitable, and to lift up an ideal standard of manhood which will eventually "draw all men unto it." This is what school extension aims to do by introducing the best books into the school and the family circle. It goes out after the boys and girls who have left the school, and strives to retain an influence over them which will keep them within the charmed circle of those who love books and read them for self improvement.

In the eastern states, in New York and in Chicago, schoolrooms are opened one or two nights each week, and men eminent for their acquirements, give lectures for the people free of charge, and they do not lack for interested audiences. This work of school extension is not necessarilly confined to large towns or cities. It could be introduced with profit into our smaller villages and even in rural districts. Iowa has $15,000,000 invested in schoolhouse property, besides large sums in apparatus and libraries. We ought, out of this vast sum, to get richer returns than we do.

It is comparatively a new field, but it promises good results.

In this connection I may well quote the following extract from President Eliot:

> The fundamental object of democratic education — to lift the whole population to a higher plane of intelligence, conduct, and happiness — has not yet been perfectly apprehended, even in the United States.

PUBLIC SCHOOL LIBRARIES.

During the biennial period for which this report is made, I have frequently brought to the notice of county superintendents the desirability of awakening and increasing an interest in establishing libraries for the benefit of the children of the public schools. My predecessors in office have urged no less strongly than I. In many counties the results have been most gratifying, while in others but little has been accomplished. Very much is to be hoped from the provision of the code of 1897, which allows boards to expend $25 for each schoolroom, in purchasing libraries, without the vote of the electors.

As an aid and guide in the selection of books, this department has published and sent out a circular of information containing the names, the list prices and the publishers of 200 choice books suitable for libraries. The name of each book is accompanied by a short note so that the purchaser may ascertain something of its nature and its fitness for his purpose. We believe this circular will prove serviceable to secretaries and teachers in making up or adding to a school library.

In the hands of an intelligent, cultivated teacher the library becomes a very useful auxiliary in reaching the people in their homes. Without it school extension is almost impossible. The boy who is interested in his reading and talks about it at home and in school is not generally a difficult boy to manage. The young people in the community who come back occasionally to the schoolhouse for a book from the library, form a bond of sympathy between the school and the people which goes far towards establishing and maintaining mutual confidence and respect.

Probably not more than 94 per cent of the children ever go beyond the elementary branches, yet they are to vote, to hold office and to enjoy all the rights and privileges of citizenship. Their toil will be lightened, their lives made brighter, the home atmosphere purer and more wholesome by teaching them as a part of their school education to consult the printed page along lines of which literature, science, history or art are the chief.

This matter of libraries, the choice of books, how to read them, how to induce pupils and people to read them, deserves much more attention than it receives in our schools.

In our normal schools, and in our institutes, we dwell too exclusively upon the techinical side of the subject as presented by the text-book. How shall I best teach reading, writing, arithmetic, are important questions; but far greater is the question how shall I reach the pupil in his innermost consciousness, so that he will continually grow, not alone in knowledge but in wisdom. That he should be able to earn an honest living and support those dependent upon him is a worthy aim. To this end honesty, prudence, economy, thrift, should all be inculcated in his daily lessons. But it is far more important to so shape and mould his education at school that it may influence his entire conduct towards his neighbor and the world, and that dying he may feel that his life has added a unit to the sum total of human happiness.

DISTRICTS IN 1897 REPORTING A LIBRARY OF MORE THAN 250 VOLUMES.

DISTRICT.	Volumes.
Abingdon	500
Ackley	720
Agency	356
Albia	700
Allerton	600
Alta	350
Alton	578
Amana, D. T.	556
Arcadia	250
Atlantic	1,000
Audubon	518
Bedford	313
Belle Plaine	280
Bellevue	407
Belmond	389
Black Hawk, D. T.	265
Bloomfield	251
Boone	2,000
Britt	295
Brooklyn	540
Burlington	1,000
Calmar	350
Capital Park	2,800
Carroll	300
Cedar Falls	700
Cedar Rapids	1,300
Centerville	389
Central City	300
Chariton	275
Charles City	340
Cherokee	500
Clarence	550
Clarinda	1,000
Clinton	7,869
Corning	520
Correctionville	350
Cresco	410
Creston	800
Dale, D. T.	308
Dallas Center	250
Davenport	2,500
Decorah	600
Defiance	250
Delta	850
Denison	1,500
Des Moines, E.	1,500
Des Moines, W.	4,390
De Witt	400
Dexter	400
Doon	408
Dubuque	3,800
Dunlap	550
Dyersville	250
Dysart	500
Earlville	250
Eddyville	250
Eldora	570
Elkader	250
Elliott	250
Elma	320
Emerson	340
Emmetsburg	1,450
Farmington	556
Fayette	275
Fonda	380
Fort Dodge	585
Fort Madison	1,500
Fremont City	330
Garner	304
Glenwood	2,400
Grand Junction	275
Grand Meadow, D. T.	259
Grant, D. T.	280
Grant, D. T.	284
Grant, Ind. T.	266
Grinnell	1,500
Grundy Center	900
Hamburg	750
Hampton	578
Harlan	400
Hawarden	260
Highland, D. T.	312
Humboldt	386
Ida Grove	300
Independence	1,850
Indianola	320

DISTRICTS IN 1897 REPORTING A LIBRARY OF MORE THAN 250 VOLUMES—CONTINUED.

DISTRICT.	Volumes.	DISTRICT.	Volumes.
Iowa City	1,796	Panora	789
Irvington, D. T.	371	Parkersburg	380
Jackson, D. T.	275	Perry	400
Jefferson	850	Primghar	350
Kalona	280	Red Oak	2,000
Keokuk	1,600	Reinbeck	300
Keosauqua	265	Richland	330
Knoxville	1,200	Rockford	305
Lake City	280	Rock Rapids	250
Lansing	500	Rock Valley	260
La Porte City	375	Sabula	1,010
Le Claire	495	Sanborn	510
Le Grand	350	Scranton	250
Le Mars	650	Shelby	632
Lenox	250	Sheldon	440
Liberal, Ind. T.	320	Shell Rock	350
Liberty, D. T.	415	Shiloh, D. T.	270
Long Creek, D. T.	250	Sibley	325
Lynn Grove, D. T.	585	Sigourney	400
Lyons	500	Sioux City	1,400
Madison, D. T.	250	Smithland	300
Manchester	283	South English	315
Marathon	360	Spencer	350
Marcus	305	Springdale	500
Marengo	1,200	Springville	500
Marion	425	State Center	400
Marshalltown	8,000	Storm Lake	1,100
Mason City	300	Stuart	650
McGregor	765	Tama	600
Melrose, D. T.	286	Tipton	1,100
Miles	435	Toledo	860
Milford	280	Traer	578
Missouri Valley	300	Union, D. T.	270
Montezuma	250	Vail	661
Monticello	377	Vernon, D. T.	268
Montrose	301	Vernon, D. T.	300
Moulton	872	Victor	300
Mt. Ayr	500	Villisca	375
Mt. Pleasant	250	Vinton	350
Muscatine	1,200	Wacousta, D. T.	300
Nashua	321	Walnut	275
Newell	476	Waterloo, E.	560
New Sharon	300	Waterloo, W.	524
Northwood	300	Waukon	640
Norwalk	250	Waverly	1,650
Olin	280	Webster City	320
Onawa	500	West Bend	300
Orange City	535	West Branch	380
Osage	346	West Liberty	350
Osceola	300	What Cheer	300
Oskaloosa	1,960	Woodbine	453
Ottumwa	1,100		

THE INTEREST OF MOTHERS IN THE SCHOOLS.

During the last biennial period there has been a marked interest displayed by mothers in the schools which their children attend. While this is a most hopeful sign, there remains much yet to be done. Even our teachers do not seem to be awake to the immense influence for good which the mothers can exert, and are exerting in many communities, in favor of more rational and wholesome school privileges for their children. The professional training of the teacher is an element of success, but not by any means the only element. I have sometimes thought that in placing so much stress upon training the teacher, we forget that the all-potent influence in the education of the child is the home and that its center is the *mother* in that home.

In some sections of the state mothers are in the habit of holding meetings, visiting schools, planning with teachers the best things for the children, and thus they have been instrumental in correcting evils which have been too long endured by the community. The practice has met with my most hearty approval. Wherever possible I have encouraged it, because in it I see the dawn of better days for our common schools. At the last meeting of the southeastern association, held at Oskaloosa, a part of the program was devoted to the interests of mothers in the schools and it proved exceedingly interesting and instructive.

At the spring meeting of the southwestern Iowa teachers' association, part of the program consisted of a symposium touching the relations existing between the mother and the school. The papers breathed such an excellent spirit, and were so helpful in their suggestions that it seemed to me wise to print them as a circular of information, and scatter them broadcast among the mothers of the state. The first edition of 30,000 copies was soon exhausted and of the second edition of 20,000 but few are left. Requests come for them every week not only from this but from other states. We would gladly reprint them in this report but there is not room for them.

We have, however, made such extracts from each one as show the admirable spirit of the writer.

Extracts from the paper read by Mrs. A. P. Hanchett, of Council Bluffs:

Teachers, do you understand how suddenly you have taken, for at least many hours during the day, a mother's place to the army of little boys and girls under your care? Do you realize you are watched; every movement, every smile, every frown, every hasty word, even to the change of ribbon at your neck? A smiling face during the long trying day makes its impression on each little heart, and is the first thing mentioned as the boy takes his place at the dinner table. The child reflects with such precision the manners and habits of his teacher that a close observer could readily give a mental photograph of the teacher of each boy and girl.

The teacher in our public schools must certainly realize the fact that she is not governess in a millionaire's family, but a servant of the commonwealth, dealing with the children of the rich and poor alike. The boy who comes from the humbler walks of life in our great republic has a chance to be at its head in a few years; he may sit side by side with the rich man's son and far outstrip him in rank. Teacher, help this boy along. He may get little help at home, but remember that under the ragged jacket and dusty cap there may exist a nature far finer and more sensitive than you find under broadcloth and velvet.

The teacher who hangs pretty pictures on the walls of her schoolroom, places plants in the windows, and is neat and attractive in her own appearance, not only inspires her pupils to be as she is, refined and cultivated, but the influence is carried to the home. In a school not far distant, a prize was offered for the best collection of copies of great paintings. The children, through their teacher, became very much interested in their search for the pictures. A little girl belonging to this school was taken ill, and the teacher, together with a friend, went to see her. They found the home a hovel; nothing that in any degree indicated refinement; but hanging on the wall, where the sick girl could look at it, was a rude wood cut pasted on gray card board, a copy of Rosa Bonheur's famous "Horse Fair." The lady who came with the teacher was surprised to see this piece of art in such a home, but the teacher was not, for she had noticed the enthusiasm of this little child as she admired the pictures brought into the schoolroom from day to day.

We are not here to pronounce a eulogy upon every teacher who enters the schoolroom, for there are those, under whose care we place our children, who are far better fitted for the position of matron in a reformatory than as leaders and teachers of our boys and girls. But to the faithful, conscientious woman who toils day by day, not only to train the minds of our children, but looking after the manners and morals as well; to her we bid Godspeed! May she long adorn the position she now fills, and may every father and mother give to her their hearty support.

George Macdonald uttered a most beautiful sentiment when he said: "The woman who takes into her heart her own children, may be a very ordinary woman; but the woman who takes into her heart the children of others, she is one of God's mothers."

Extracts from the paper read by Miss Jennie L. Redfield, of Omaha:

Intelligent mothers demand that our schools develop their children mentally, morally, physically. The teachers must possess affection, refinement, must give fair play, and each work to the realization of some ideal. The peculiarities, dispositions, shortcomings and natural propensities of the children must all be studied and developed or overcome, as is best for the completion of a perfect character.

It is the desire of every good school to so develop the pupils that they may become this complete character; that they may read themselves into this beautiful world—behold the glory of the heavens, the magnificence of the fields, forests and plains, the mysteries of the waters, the grandeur of the rocks and mountains. It is the school's intention to develop in each individual good deportment, honesty, caution; that out of these may grow truth, reverence and love; to teach him to know and understand himself and his fellow beings, that our prisons may be emptied and remain so; that the records of suicides may be diminished; that homes may be made happy; that individuals may exult in the life here as God intends they shall.

The conditions would become rapidly better if parents would take the time to acquaint themselves more with the operations of the schools in their daily work, to see the capabilities of their children and those of others. Just to see a little child stand and talk—not read from the written or printed page, but to hear him recite something which he has studied, to see the result of his reasoning, certainly would be an inspiration to any fond mother, and in turn her appreciation and presence would prompt both pupil and teacher to better and higher work then and forever. The truth of this last assertion has been very strongly impressed upon me this week during my visits to the schools in Council Bluffs, where I saw wonderful workings by little people in arithmetic by a method comparatively new to me.

Much of the child's prattle is better understood after a visit to the school. Do you mothers consider what it is for a child to go to school to study six long hours every day—thirty hours a week—on arithmetic, grammar, geography, spelling, reading, writing and drawing—every morning at nine in the seat—in position—ready to work? Think of it. Think of all the temptations which come to the boy or girl who objects to study, objects to obeying, objects to confinement,—think it all over, and you will have more patience with your boy or girl, with his or her so-called eccentricities, perhaps extend your sympathies to the teacher and the other pupils—and visit the school to see what can be done. Often the visit alone will suffice to set everything into harmonious action.

Do mothers know how much they assist in bringing out the latent powers of their own children and of their children's classmates? I wonder if they can appreciate the effect of a cleanly dressed child on a school? What polished shoes mean to the good behavior of a class? What carefully combed hair does for the other children? Can they know what a sweet "Good morning!" from a child taught at home to say it, means? How far a graceful bow reaches? How a natural smile from a sweet-tempered child permeates the whole atmosphere? Do they know that some heavy-hearted children never smile until taught to do it by atmosphere made light and bright from our better homes?

Do mothers realize that many, yes many, children who attend our schools get their only bodily comforts within its walls? That to many children a warm, well-ventilated sleeping room, a flower, a pretty picture, music, a good morning, a good night, a caress, are all unknown at their homes? These things, too, teachers know and endeavor to keep them secret.

Extracts from the paper read by Mrs. A. B. Shaw, of Corning:

One evening last week I gathered in my parlor a half dozen of the teachers in our Corning schools, under whose care my own children have been the past nine years, and we talked the matter over freely together.

It was an experience not soon to be forgotten. The firelight shone on bright and eager faces. Voices that were tremulous with earnest feeling, spoke to me of the ways in which the mothers, if they only would, could tenfold increase the efficiency of the schools. And in the course of two hours' unrestrained intercourse not a trace of selfishness showed itself. They did not suggest that one of the pressing duties of the parent was to see that the teachers were decently paid for their services, that they might be able to take advantage of every opportunity for better fitting themselves for their work, and to save them from a pensioned old age. They did not ask for personal sympathy or encouragement.

In the primary rooms the greatest evils seemed to be untidiness and irregularity. A dirty child, who comes late, or only two or three days in the week, is a much greater trial to a good teacher, than a mischievous or even a naughty one. An irregular scholar not only fails to gain anything himself from the class work and drill of the schoolroom, but he disorganizes to an almost unendurable degree the work of more punctual children. If there are many such pupils in a room, all an earnest teacher's best directed efforts will fail to accomplish the ends desired. In time she, herself, becomes discouraged, relaxes her endeavors, and loses the keen interest in her work, which alone redeems it from the most unmitigated drudgery. The remedy for these evils assuredly lies entirely in the hands of the mothers.

A little further up in the scale, where the children are first beginning to take an interest in independent reading, the teacher was most anxious for aid in directing and assisting that interest. If the mothers would help to put good books, bright, healthy books into their hands, keep from them dime novels and sensational stories, help them in learning to use books of reference, and in forming a taste for pure, clean literature, it would make the teacher's work so much more effective.

In the grammar grades the thought went back to the physical conditions again, the teacher finding the weight of responsibility resting upon her almost greater than she could bear alone. If the mothers could only help us in our fight against cigarette smoking, vile language, impure thoughts and habits. These eradicated or suppressed we could do unspeakably more for the children in the grammar rooms. These same evil tendencies, carried into the high school, are responsible for 80 per cent of the failures in recitation; a bar to progress with youths who otherwise might be trained, intellectually and morally, for good and useful citizenship.

The talk that I had that evening proved to me that the average teacher realizes fully her need of outside aid to best develop her pupils into symmetrical, well-rounded characters, and that her thoughts are earnestly turning to the mothers for that aid.

In my own mind the only doubt I have had as to the mothers' meetings coming to their highest state of usefulness, has been lest they should not reach down and rouse the mothers who most need the help that they could give.

There are mothers who send their children to school to get rid of the care of them, and who leave them upon the streets, out of school hours, for the same sad reason; who keep the child out of school on the most trivial excuse, and who listen to his tales and complainings about his teachers with ill-advised sympathy. The mothers who, ignorant themselves as to proper clothing, proper food, sanitary conditions of any kind, are beyond all words unfit to have the care of an immortal being.

With their children ours sit side by side in school. They breathe the tainted air of those uncleansed bodies. They are influenced by the vulgarity and immodesty of those untrained minds.

Oh! mothers of the better classes, here is work for your hands to do, that will repay an hundred-fold, the time and strength you give.

If you can, through these mothers' clubs, reach down and raise those other mothers to a higher level, you will have done for them, for their children, for the schools and for your own children, a good which there is no computing.

Besides the mothers' clubs there are many other ways in which the mother's influence can be made beneficial to the schools. Chief among these, it seems to me, would be the placing of broad-minded, intelligent women, in whom the people have confidence, upon our boards of education. In this state the experiment has been but little tried, but in Kansas and Colorado, and possibly in other states, it has passed the stage of experiment and is a pronounced success.

It ought not to be necessary to appeal to mothers in behalf of the schools which their children attend, and yet if we could reach every mother in the state we would say that the thing which we most greatly need is your influence on the side of better schools. Not necessarily better from an intellectual standpoint, but better in every way, especially in those surroundings and conditions which conduce to the physical and moral welfare of your child.

When you leave your little one at the schoolroom door you have added to the responsibility of the teacher, but you have not in the least degree diminished your own. You cannot divide with the teacher of your child that stern responsibility which attaches itself to the sacred office of motherhood.

One of the great problems of the day is how to bring the home and the school together that they may work along the same lines and thus be helpful to each other. You can do much to help your teachers make their schoolrooms attractive and beautiful. It is not a selfish work which thus appeals to you. It reaches beyond your own fireside, and includes every household in your neighborhood. More than this, it reaches far into the future, because the children who are mates in school to-day will be fellow citizens of a free government in the next generation. Whatever you can do to improve the character of the entire school will render existence more tolerable for your children when they assume the responsibilities and duties of active life. The most sacred work that is done in the world is that which has for its object the best education possible for every child.

TRAINING FOR CITIZENSHIP.

Very much that passes for patriotic teaching has but little effect in making a good citizen of the child. It produces no lasting impression because it appeals only to transient impulses which are forgotten in a day. To implant the germs of good citizenship it is necessary to inform the child of the principles upon which republican institutions rest. We must teach more than we do in our public schools that the will of the majority constitutionally expressed must be obeyed; that the elective franchise whereby the will of the majority is ascertained must be guarded against fraud in any and every form; that it is the duty of the individual to vote in accordance with his honest convictions of what is best for the whole country; that intelligence, respect for lawfully constituted authority, the right of every man to make the most of life for himself and his children, honesty in business transactions, uprightness in public as well as private life, are the safeguards of republican liberty.

No thoughtful student of history can look to the future of our country without anxiety and alarm. At the same time there is reason for hope and courage in our system of public education which opens the schoolhouse door to the child of every man. But we must not in our eagerness to extend our school curriculum and multiply the number of branches lose sight of the fact that the first great duty of the public school is to so train the child that he may discharge rightly, magnanimously and conscientiously all the duties of American citizenship. For this purpose our fathers founded the public school, for this it has been maintained for generations, and for this we hand it down to our children as a sacred legacy of the past to the future.

If we teach patriotism we must inculcate an honest respect for the flag, as it symbolizes the power and strength of a great country. If we teach history, it must be with unflinching regard to the truth. It is not necessary to speak of England as an ancient enemy, but we must not neglect to bring to the notice of our children the names and deeds of Washington and Franklin and Jefferson, of all our revolutionary sires. The seeds of sectional hate and animosity should be buried forever, but we cannot blot from our histories the names of Lincoln and Grant, nor the renown our soldiers won at Vicksburg and Gettysburg. Washington's farewell address should be read on his birthday in every school, and Lincoln's Gettysburg speech should be engraved and hung on the walls of every schoolroom. To make an intelligent citizen the child must know why he is proud of his country.

THE SUPERVISION OF RURAL SCHOOLS.

In the office of county superintendent the effectiveness of the work depends upon the character of the office. One county superintendent reports 20 schools visited, no educational meetings held, no active members of the reading circle; $1,250 salary. Another reports 165 schools visited, 39 educational meetings and 160 teachers in the reading circle; salary $1,200. It is pleasant to say that women have uniformly filled this office with a painstaking conscientious fidelity to duty which has rendered their work of great benefit to the schools under their charge. Iowa claims the honor of having the first woman county superintendent. In 1869 Miss Julia C. Addington, of Mitchell county, was appointed to fill a vacancy and chosen by the electors for the next full term. Washington county has had a woman for county superintendent continuously since 1876. The following table will be of interest in this connection: Number of women county superintendents for term commencing 1870, 1; 1872, 3; 1874, 5; 1876, 10; 1878, 7; 1880, 5; 1882, 9; 1884, 11; 1886, 10; 1888, 8; 1890, 14; 1892, 12; 1894, 13; 1896, 15; 1898, 11.

Supervision is a blessing or a curse in proportion to the degree of intelligence and skill with which it is administered. The personality of the supervisor, which some one says "consists of consciousness, character and will," is worthy the first consideration. He should be selected with reference to his peculiar fitness for the duties of his office. In this respect the city schools have an advantage arising from the fact that the superintendent is usually chosen from a number of candidates because he seems to be the one having the highest qualifications, while the county superintendent is too often sifted out by the whirligig of politics, with reference to such availability alone, or in order to balance the ticket. The tendency manifested in many states to require some qualifications as to character, scholarship, and experience from the candidate who aspires to the office of county superintendent, is one of the most hopeful signs of improvement in the nature and efficiency of rural school supervision. The provision of the Iowa law which requires the county superintendent to hold a first grade certificate or a paper from the state board of examiners is a step in the right direction and meets with the hearty approval of the educational public.

The country schools need a supervision which in its entirety and in its wholesome effects challenges the respect and support of everyone who is interested in the welfare of the schools. They need a supervision which is broad in its scholarship without being shallow. The supervisor should make no pretense of knowing everything, but he must be well grounded in those studies which enter into the rural school curriculum. He should have a varied and successful experience in this kind of work before he enters upon the duties of his office, in order that he may be able to devise and execute plans looking to the best education which it is possible for these schools to afford. A man may know the entire process of manufacturing Bessemer steel and not be a good blacksmith; he may be an adept in the sciences, or at home in languages or literature, and yet not be able to manage a school of forty pupils; so he may be a most excellent disciplinarian, and an exceptionally good instructor, and be lacking in the qualifications necessary to success as a supervisor of a system of schools. In selecting a suitable person to oversee a system of rural schools, in addition to a reasonable education and a clean personal character, we should look for power of adaptability to circumstances and ability to discern the fitness of things, so that he may accomplish all that which is possible without attempting the impossible. The integrity of his heart, the nobleness of his aim, the honesty of his purpose, should be so patent in his life as to render him secure in the respect and confidence of all with whom he comes in contact.

We regret that the office of county superintendent must for years to come be political in its nature, but the officer himself should be a politician only in the highest and broadest sense of that word. The time will undoubtedly come when politics will be eliminated from the election of school officers. Until then we must make the best of circumstances and elect to the office of supervisor or superintendent persons who carry their conscience into their work, and who, therefore, will when inducted into office regard in its fullness their official oath. Such men of either party will conduct themselves as citizens and not as partisans, and will discharge their duties looking only to the highest welfare of the schools.

The person who is chosen to act as a supervisor of rural schools must himself be a thinker as well as a student, and must be able to incite others to think and study. In the isolation of the country school, the teacher too often has no ideals and consequently no ambition. It is the business of intelligent supervision to suggest these high ideals of work as the end which the teacher must aim to accomplish. Time is often wasted by the supervisor in suggesting new methods to teachers who have no idea that there is any better way than they have been doing since they obtained their first certificate; he might as well whisper the news of the day in the ears of the dead. I would rather have in a teacher one divine spark of originality, lightened up by enthusiasm and zeal in her work, than all the knowledge that is contained in a thousand pages of the dead lore of the past. The supervision needed in the rural school is one which inspires energy, enthusiasm, and zeal; which awakens a desire to know the best; which says, "come, let us study, let us think, let us reason, let us discuss." Such supervision opens the doors and the windows that the light of nature may come in, drives out old traditions, and ushers in the reign of intelligence, knowledge, humanity, and love, which characterize the new education.

The influence of a refined, cultured scholar in the person of the supervisor is not to be lost sight of. Sometimes he is the only medium through which bright pupils receive an aspiration which awakens a desire to attend a school offering larger advantages. The supervisor has a three-fold function. He examines in order that he may test the possession of knowledge on the part of teacher or pupil; he inspects that he may in a measure ascertain the quality of the work and control or organize the management; he supervises in order that as an adviser and friend he may point out errors and suggest remedies, encourage honest efforts, and welcome signs of improvement in methods of discipline or instruction. The true supervisor is much more than a teacher. It is only by regarding each of these functions that the supervisor may bring his work into accord with that of the teacher and the pupil, and thus unite for a common purpose all the interests of the school.

Formerly the office of supervisor embraced that of examiner of teachers alone. There are many counties even now in which the fitness of the teacher is determined by the per cents recorded against her name. This has led to a great evil, in that it induces teachers to study for marks. They study questions, not subjects, and test themselves by the number they can answer. As a consequence the rural school teacher becomes exceedingly narrow, having little depth of knowledge, or breadth of foundation upon which to build her work. She does not cultivate habits of study or investigation. Only an independent thinker can make an independent teacher Enthusiasm in presenting knowledge is born of enthusiasm in pursuit of knowledge. The prevailing method of examining teachers, as the only test of fitness for their work, is an exceedingly ingenious device for enabling them to conceal their ignorance.

The need of the school is a supervision which can reach beneath this accumulated mass of rubbish, and judge the qualifications of the teacher not alone for what she knows, but rather by what she can do in the schoolroom. The teacher who has crammed for the examination ought to be detected and rejected as surely as the one who fails to meet the prescribed standard. To give the rural school the needed supervision, the supervisor must know what is the criterion of a good teacher, and the elements of good teaching. He must possess the ability to select the teachers whom he commissions not only in accordance with the results of the examination, but having regard to breadth of knowledge as evinced even in the answers to technical questions. He must be guided not alone by a system of percentages, but by her evident ability to stamp the impress of her character upon her school. He must endeavor to determine the question, "What will be the influence of this teacher over the pupils, and in the community at large?"

The supervision of rural schools should be made to include the duty of awakening public concern, and of strengthening the entire tone and trend of thought as it is directed towards the promotion of educational interests. This is a new field for supervision, and one in which it ought to achieve most beneficent results. The supervisor of rural schools should be acquainted with the material resources of his district. He should not only know what constitutes good farming, the grazing interests, the dairy, the rotation of crops; but the prevailing industry of that region should be so familiar to him that he can converse intelligently with the inhabitants and convince them that he knows something besides books. The object is not alone to gain an influence over them but to bring the school into touch with the home life of the community about it. For this reason the supervisor should make himself well acquainted with the prevailing conditions of the wage-earners of his territory, in order that the instruction of their children may commend itself to them as sensible and as calculated to meet their present and prospective wants. New thoughts, better methods, live matter, and stronger incentives must come to the country school through the efforts of rational supervision. The dawn of a new education for these schools will break over the horizon as soon as we can bring to the aid of the teacher the light of science and the knowledge of common things.

The teacher must have great latitude; she must be herself a lover of nature in its various forms, and be able to interpret the language of rocks and trees, and flowers; the running brook, the snows of winter, and the fruits of autumn. The wise and intelligent supervisor aids and encourages her and her pupils and commends her work in these new lines as he does that included in the regular school curriculum.

The supervision needed by the country school must concern itself also with school extension, lectures, and libraries. The county associations must be supplemented by meetings of the directors and parents for consultation and advice. In these the supervisor must be the moving spirit. The isolation of the country school can be broken up through the influence of these meetings. The establishment and maintenance of good roads must find in the supervisor a ready and popular advocate. Under the stimulus of his influence the rural school grounds should be made attractive and the school buildings neat and convenient. There are instances on record in which the work of one man has changed the educational aspect of a county, but he had first to gain the confidence of the people, and they responded by electing and re-electing him for a long series of terms.

The supervision needed by the rural schools must be intelligent and rational. It must abound in common sense, be able to adapt itself to circumstances, be strong, manly, and vigorous, so that the character of the supervision shall commend the wisdom of the supervisor. There must be added also an element of permanence in office, so that the supervisor may feel that he has time in which to work out his plans, and to demonstrate the wisdom of his plans. The term of office should in no case be less than four years. The supervisor must be kept in the field every day of the school year, when it is possible. He should have all the clerical help he needs, but the worst use that can be made of him is to keep him in the seclusion of his office, at work over papers and reports. The vacations should not be entirely free from field work, for then he should be with the people and school officers, looking after school grounds, advising the directors or trustees in regard to the repair and improvement of buildings, or the erection of new ones, consulting with them as to the choice of teachers, the text-books most suitable for their schools, and the general educational interests of the district.

The supervision which I have attempted to mark out is that of a live, enthusiastic man in sympathy with educational progress, in touch with the common people, consecrated to his work, who thinks no sacrifice too great, no labor too severe, when made in the cause of the common district school.

THE ONE THING NEEDED IN OUR SCHOOLS.

The educational spirit of our people is most excellent. They pay their school taxes, which are sometimes heavy, with but little grumbling. Still we hesitate to provide any additional means for training teachers for their work. In our schools to-day are nearly 4,000 teachers with no experience; 4,000 more are there with an experience less than one year, 15,000 applicants fail to obtain anything higher than a second grade certificate, and still we hesitate.

Illinois has four state normals, Wisconsin seven, Minnesota four, Missouri four, Iowa one; and still we hesitate. In each of the four biennial reports which I have had the honor to submit, I have called attention to this matter. Every other incumbent of this office has done the same. The people of Iowa are ready for it; the teachers of the state demand it. They are ambitious; they are sensible of defects in their methods and in their education; they appreciate the magnitude of their work and ask at your hands additional means for preparing themselves for it.

Of the 550,000 children enrolled in our schools, three-fourths of them are under the care of teachers poorly prepared for their calling. Their demands are the most urgent of all because founded upon justice. The cries of the children compelled to waste the years of their youth under the care of teachers who misunderstand the child, who fail to comprehend the end and aim of education, who have no ideal worthy of being placed before their pupils, are enough to pierce the ears of the deaf or to waken to sensibility the hearts of the dead. If we hesitate to burden ourselves with additional taxes, may we not also hesitate to burden the next generation with an ignorant populace? This question of better preparation of teachers for their work touches the very heart of our educational system. The manufacturer recognizes the principle for which we contend when he employs skilled labor as the most economical. We employ the most skillful doctor to care for our sick, the most competent attorney to plead our case before the court; we look for learned and eloquent ministers to fill our pulpits. More than this, the man is selected to care for a valuable horse who is especially adapted for that work; an architect must give evidence of his ability in that line before we entrust him with the erection of an expensive building. Ought we not to take equal care that the education of our children is committed to those only who have made themselves skillful in their calling? I venture to quote from the report of the rural school committee submitted at the last meeting of the national association. It seems to be applicable to our wants in Iowa:

It is evident that for the fitting preparation of teachers for the rural school some agency is needed intermediate between the brief convention or institute and the normal school, with its two or four-years' course, so far beyond the reach of the majority of rural school teachers. What shall it be?

Several facts must be kept in mind in the solution of the problem: (1) A large proportion of the teachers of rural schools cannot afford the time and expense of a two-years' course in a normal school. (2) The receipts from employment in the rural school under present conditions do not remunerate one for the expense of a normal school course. This is a simple matter of business, and sentiment will not change the facts. (3) Other conditions remaining the same, attendance at a school is in an inverse ratio to the distance between school and home. This is especially true for a short course.

To meet these conditions there is needed a normal training school with a short course of study. The place—a village which will give over its schools to this normal training school for practice schools. These practice schools, organized as primary schools in one room and as grammar schools in another, will show what can be done with schools in the simplest form of gradation. For a part of the course all the grades should be brought together to illustrate the work of the one-teacher school; such work as should be done in the ungraded school. A faculty of five or six good teachers, including practice school teachers, would suffice for such a school.

This the general organization—what the work? Treatment of matter essential to good teaching would be grounded on simple fundamental principles. Deficiencies in education would be supplemented by sound teaching; principles of teaching and of school management would be taught and illustrated. Many might learn to do well what they had never done at all; most would learn to do better what they had done poorly. From these schools would come many students for fuller courses of training and a still wider usefulness.

This plan in its development would give a system of district training schools, analogous to the county model schools of Ontario and the training schools of Quebec and Manitoba, with a course of study and training of one year, the first half of which should be mainly academic, for those who need this preparation, the second half mainly professional, the work so planned that those of more advanced scholarship need take only the course of the second half year.

WASTE IN SCHOOL EXPENSES.

When times are hard and people feel the necessity of economy, the first step, generally, is to reduce the teacher's salary. When that is done the public seem to feel that the school at least is conducted on business principles. It is a glaring example of false economy to save money by curtailing the educational privileges of the children. But aside from this, there is room for great improvement in the financial management of the school funds. There is a carelessness which in many cases is exceedingly culpable in the manner of keeping accounts and in not being able to show for what the money has been expended. Often the treasurer is ignorant of the first principles of bookkeeping, and cannot in any way make an intelligent report. Every treasurer who has the disbursement of school funds should be obliged by the law to take his books at stated times in the year to be audited by the county auditor. The auditing should be an actual close examination of the books. Care should be taken to see that the amounts secured from any source are properly entered and that they have been properly expended or accounted for. When the treasurer settles with the board, as he should do frequently, the board should not only look over his vouchers, but he should be required to produce the cash on hand. The amount lost through dishonesty is very small. Our school officers are generally men of integrity, but there is great need of introducing business ways into the management of school finances. The purchasing of fuel and supplies should be entrusted to one man and when the district is of any considerable size, competent bids should be asked for, and the contract let to the lowest responsible bidder. The district should obtain better prices than any individual purchaser.

It is a desirable qualification of a principal or superintendent that he should know something of business. I do not at all agree with a class of school men who assert that the only business of the teacher is to teach; and the only business of the superintendent is to supervise the teacher. Each teacher ought to be as careful that no supplies are wasted as though she paid for them out of her salary. Every superintendent ought to be so well acquainted with the business affairs of the district as to know what the board can and cannot afford to supply, so that it can depend upon his advice. Sometimes things are very desirable which for the time being are not expedient. In such cases boards and teachers ought to exercise prudence and common sense. We expend in Iowa for our schools $8,000,000 in round numbers. I am convinced that the state superintendent of Maine is correct when he says: "We do not need to raise more money to maintain public schools of a standard grade, but we need a more intelligent expenditure of the funds used for this purpose."

If not a waste, it comes very near to it, for the board of directors to levy a tax which raises more revenue than the necessities of the district actually demand. A small balance on hand in each fund may be desirable at the close of the year; it is better than a deficit. But usually the aggregate amount kept on hand by the different treasurers in the state approaches three and a quarter million dollars. This is two million dollars more than is necessary to meet any emergency likely to occur. It benefits the treasurers at the expense of the people who contribute the money. The attention of school officers has been called to the injustice of this, but the amount on hand does not decrease from year to year. If there is no way of reaching this custom through the law, the sense of right and justice ought to compel a board composed of high minded men, not to make the tax levy any higher than the good of the schools demands.

HORACE MANN.

On May 4, 1896, occurred the centennial of the birth of Horace Mann. This department thought it most fitting the day should be remembered and issued the following circular to the schools:

1796. HORACE MANN. 1896.

MAY 4.

The superintendent of public instruction for Iowa desires to call the attention of the educational public, and of all friends of education, to the fact that this is the centennial year of the birth of Horace Mann. He was born in Massachusetts, May 4, 1796. As a friend of the common schools and as a promoter of popular education, America has not produced his equal. His name is affixed to the report of the commissioners appointed in 1856 to revise the school laws of Iowa. That report was very largely his work, and breathes his spirit in every sentence.

We most earnestly recommend *that the flag be displayed* on May 4th from every schoolhouse that possesses one. It will be a most fitting tribute to his memory from those in whose interests he spent his life. We also ask county superintendents to devote one-half day at the summer institute, to the study of the life, character, and achievements of Horace Mann. This will prove an exercise calculated to inspire teachers with renewed zeal in their work.

The words of this great man are true now as they were when he uttered them:

"In a social and political sense, ours is a free school system. It knows no distinction of rich and poor, of bond and free, or between those, who in the imperfect light of this world, are seeking through different avenues, to reach the gate of Heaven. Without money and without price, it throws open its doors, and spreads the table of its bounty for all the children of the state. Like the sun, it shines not only upon the good, but upon the evil, that they may become good; and, like the rain, its blessings descend not only upon the just, but upon the unjust, that their injustice may depart from them, and be known no more." Very cordially yours,

HENRY SABIN.

March 10, 1896.

In accordance with the above, most schools displayed the flag and in the larger places appropriate exercises were held. In the exercises of the annual institutes during the following summer the attention of the teachers was called to the value of his work for the common school.

In 1856 Governor Grimes appointed Horace Mann, Amos Dean, then president of the state university, and F. E. Bissell, of Dubuque, a commission to prepare a system of school laws to be presented to the next general assembly. Mr. Bissell, for some reason, was unable to act, and the work devolved upon Mr. Mann and President Dean. The following letter written by the late President Gilchrist, who was then at the head of our state normal, throws much light upon the subject of Mr. Mann's influence in preparing the school law.

IOWA STATE NORMAL SCHOOL,
CEDAR FALLS, May 21, 1884.

EDITOR OF REGISTER—I have just read in this morning's Register the article, "Horace Mann; the extent of his influence upon the public school system of Iowa," and I cannot resist the temptation to make known a reminiscence of my own connected with this subject. It was while I was a student at Antioch college, of which, as you well know, Mr. Mann was president, that the commission came to him to prepare a system of school laws for Iowa. He felt very much honored. I had occasion to call on him at his study and found him busy writing. The business on which I called was soon settled, and he remarked in substance as follows: "I am engaged to-day in preparing a report to the legislature of Iowa and formulating a body of school laws for that new western state, having been invited to do so by the proper authorities. I take great pleasure in preparing this report, for I am back again at my old work of laboring for the common schools. This grand, new state will not have any of the prejudices and old habits to contend against as Massachusetts had."

At a reception of the students given by him a few days later, he was conversing with a group of young men on political questions, in those days so exciting, and to give point to some remark, he showed us a letter from Charles Sumner, then in Paris, seeking medical aid for his restoration to health after the blows inflicted by Brooks in the senate chamber. "Ah," said he, "but for the mass of thick, curly hair that Sumner wears, Brooks would have been a murderer." Then turning to his desk and taking up a few sheets of paper, he said: "This is what we are doing for Iowa. Young men, those of you who may live thirty years will see that state the greatest in the union, because she is beginning in the right way, laying broad plans for the education of the masses." We then inquired about the features of the system he was submitting, and I well remember the emphasis he gave to the following: The township as the unit in school administration, teachers' institutes, the county superintendency and normal schools. Being the founder of normal schools in Massachusetts and in the United States, he could not overlook a provision for them in his report.

I cannot take time to make any reflections. Great as Iowa is, would she not have been greater had she adopted the system complete as reported by this man, at that time the most eminent in the country for educational statesmanship? But, then, the people—systems cannot go faster than the people go. Iowa was not ready then for this perfected system, and is hardly ready now. To prepare for an Iowa thirty years in the future, greater and nobler than she is now, you must lay the foundations to-day in the minds and hearts of the children. Very truly yours,

J. C. GILCHRIST.

Three things conspired to render Horace Mann immortal; his indomitable will, his great intellect, and his yet greater heart, every throb-beat of which was in sympathy with the great heart of humanity about him. Born, like Abraham Lincoln, of the common people, cradled in poverty, and nursed by toil, like him Horace Mann made the adverse circumstances of his youth steppingstones by means of which he reached at length

"God's plan—
And measure of a stalwart man."

He is the one grand central figure in the group of educational reformers of his day; the one great commoner, who, with unfaltering heart and sublime courage lifted up the banner of the common school, and gave fresh lifeand new meaning to the democratic doctrine of popular education. With the tenderest hopes for humanity in its lowliest guise, with fullest sympathy for the oppressed and the ignorant, with unfaltering faith in the wisdom, the justice and the love of God, Horace Mann consecrated himself, mind, soul and body, to his chosen work. No labors wearied him, no dangers appalled him, he counted no details as too tiresome. Nothing stood between him and life in the humblest cabin in the state. No pride of place, or wealth, or power, separated him from his race. The universal fatherhood of God and the universal brotherhood of man were linked inseparably in his mind. It is in vain the nation builds a monument to such a man. The brass corrodes, the marble crumbles, the canvas fades. But he, who like Horace Mann, builds his life into the lives of the people, shall be like the cedars upon Lebanon which abide forever,

"Stately and tempest worn,
To show how nature triumphs over time."

Horace Mann was distinctly an American. He believed in

American institutions, in American schools, and in having the children in the public schools become worthy American citizens.

We talk of enriching our courses of study. Every year sees another straw added to the load of the patient, overburdened camel. When his back will break is only a question of time. I may stand alone in this opinion, but I speak the convictions of my heart when I say that the tendency to overload and crowd the intellect of the child at the expense of his moral and physical nature is criminal in the extreme, and must result disastrously in the end.

Horace Mann says: "I find that for one man who has been ruined for want of intellect or attainments, hundreds have perished for want of morals. And yet with this disproportion between the causes of human ruin, we go on bestowing at least a hundred times more care and pains and cost in the education of the intellect than in the cultivation of the moral sentiments and in the establishment of moral principles." The course of study in the schools needs enriching on the side of the heart rather than the head. It should be enriched with great thoughts and noble sentiments drawn from the wisdom of past ages. More than this, it should be enriched by the cultivation of those everlasting principles of right, justice, honor, truth, which are the foundation of the American state, and in the inculcation of which lies the only sure safeguard of our American homes.

COMMITTEE ON RURAL SCHOOLS.

In 1896 the educational council under the auspices of the national educational association made the first attempt which has been made in this country to investigate the conditions of the rural schools, and to devise ways and means for their improvement. A committee of twelve was appointed of which the superintendent of public instruction for Iowa was made chairman. Two years were occupied in the work, and the report of the committee consisting of a volume of 228 pages was submitted at the meeting of the association at Milwaukee in July, 1897. Already Michigan has taken steps to place a copy of this report in every school district in that state. The school commissioner of Georgia incorporated the entire report in his last report to the legislature. New York has taken steps looking to publishing an edition of several thousand copies for the use of school officers.

I have incorporated in the appendix to this report the conclusions reached by the different subcommittees. They embody the results of careful research and investigation on the part of men who have for years taken an interest in the subject. These conclusions embrace more even than that, for they were reached after correspondence and consultation with county superintendents and men who have had practical experience in teaching rural schools.

While it is not probable that this report will afford a complete solution of the rural school problem, it is regarded as a long step in that direction. It is also a noticeable fact that at the late meeting of the national association at Milwaukee, for the first time in its history, one entire morning was devoted to the discussion of the country schools. If the finances of the state would permit, Iowa ought to follow the example of other states and print an edition of this report sufficient at least to supply one for every district. I have no hesitation in saying that I believe it would prove a wise expenditure of public money.

THE RURAL SCHOOL AND THE FARM.

There is in process of evolution a distinct plan to render the country school more useful by bringing it into closer touch with the life which surrounds it. It has reached a much more advanced stage in other countries than in our own, but it is attracting more attention with us as the necessity of it becomes apparent. The French minister of public instruction says:

> A teacher should never forget that the best way to make a workman love his work is to make him understand it. The end to be attained by elementary instruction in agriculture is to give the greatest number of children in rural districts the knowledge indispensable for reading a book on modern agriculture, or attending an agricultural meeting with profit; to inspire them with the love of country life and the desire not to change it for the city or manufactories, and to inculcate the truth that the agricultural profession, the most independent of all, is more remunerative than many others for industrious, intelligent, and well-instructed followers.

It is not necessary to make the pursuit of agriculture more honorable. Nothing can do that. The tiller of the soil is king among laborers. Something, however, can be done to make the farm as attractive as the city and so keep the boy contentedly at home. He can be convinced that the avenues to preferment, to position, or wealth, lead out from the farm as well as from the store or the office.

The men in active life to-day who remember their childhood with the greatest pleasure, are those who, when boys, were brought into closest contact with nature. They can recall every foot of the old farm, the brook from which they caught the finest trout, the names of the birds which sang in the woods, and the windings of the old road which led to the village or the schoolhouse. A majority of the men who are to-day leaders in the political world, men eminent for their literary culture, for their scientific attainments, for their success in business, are the product of farm life. The very fact that they had the chores to do morning and night, that their help in the field was required when work was pressing, that their efforts ministered in some degree to the happiness and welfare of the family, gave them a solidity and manliness of character which has served them in the arduous toils and struggles of a long life.

We cannot afford to forget or discard the influence which the boys and girls from the farm will exert in future years. Besides, we must take into account the changing conditions of farm life. The introduction of machinery as an aid to the labors of the husbandman calls for skilled labor. Once the farmhand, who could swing the scythe or handle the hoe, was in demand. Now, to secure the highest wages, he must understand something of the complicated machinery of the reaper, the mower, the self-binder, the cultivator, or the gangplow. The butter is no longer made in the farmhouse kitchen, but at the creamery. It is necessary for the farmer to know what breed of cattle will prove most profitable, and how to feed them so as to obtain the best results. One of the largest farmers in the state a year or two ago sold off nearly all his stock in the early fall at a large discount because of the failure of crops occasioned by the drought. He afterwards said to me that he could have wintered every animal he sold if he had known how to utilize that which he had been accustomed to throw away as refuse. To know how to utilize the waste is to add just so much to the profits of the farm.

There are two questions of paramount interest—how to make the knowledge obtained at school of use on the farm, and how to make farm life an incentive to more earnest work on the part of the pupils in school. Bookkeeping, as applied to farm accounts, should be taught. The small margins that are saved constitute the great sum of profits in every business. The study of form and elementary geometry and surveying so that he may run a line, would be very useful to the farmer's boy. The study of plants, the selection of seeds, some knowledge of soils, the cultivation of all kinds of fruits, especially those which will best grow in that section of the state, how to make good roads, the care and scientific feeding of animals, are but few of the many subjects which ought to be made more prominent in the rural school curriculum. The time is at hand when the farmer must open up new sources of revenue. It will not do for him much longer to depend upon corn or wheat alone. Dairying, the raising of poultry for the market, the cultivation of small fruits, how to get the best possible results from the cultivation of an acre of ground, are forging their way to the front very rapidly. The school which conduces most to benefiting the farm is best for a rural community. The product of the country school should be the intelligent, expert farmer. We must remove from agricultural pursuits the stigma that it requires less intelligence to manage a farm of 160 acres than it does to keep a corner grocery.

With the introduction of good roads, and a system of daily mail delivery at the door of every house, the old-time isolation which has made farm life so undesirable will cease to exist. There will then be greater opportunities for lectures and for home study. The experimental agricultural station, at Cornell university, in New York, has entered upon a work which is worthy our imitation. They term it "extension work in rural schools." Their plan is to send out free for the use of teachers and schools, as well as for other persons interested, bulletins bearing directly upon agricultural work. At the same time lecturers visit the rural schools for the purpose of interesting and instructing teachers and pupils. The following extracts are from an article by Prof. L. H. Bailey, of Ithaca, New York:

> The plan of effort in this teaching was to visit two schools during the day, one in the forenoon and one in the afternoon. The arrangements were made in advance with the school commissioner or the trustees, and the fact that the speakers were to be at the schoolhouse was ordinarily announced some days in advance, so that parents and friends could visit the school at that time if they chose. The teacher was in every case willing to omit the regular exercises for an hour or two, in order that our instructors might take up the work of object teaching with the children. The motive in this work was to find out just how the pupils could be reached by means of

object-lesson teaching, and just how much interest they would be likely to manifest in agricultural matters in case it were ever found to be desirable to introduce such teaching as a part of the district school work. The instructor would first explain the reason for his coming, and give the school to understand that no new text-books were for sale and that no new classes were to be required at the hands of the teacher. He then ordinarily took up some simple object lesson. It might be, in one place, a stalk of corn which he had in his hand, and the process of growth of which he would explain from seed to harvest; it might be, in another case, the germination of a bean or a pumpkin seed; it might be, in another case, the habits or structure of a potato bug or some other insect; it might be, again, the reasons why there were knots and knot holes in the woodwork in the schoolhouse; it might be a very elementary talk upon the different plant foods which are in the soil; it might be, in other cases, a very brief sketch, with charts, of some fungus; and so on. These exercises were uniformly well received by both the pupils and the teachers, and this work has, I think, awakened more inspiration in the minds of our instructors than any other attempt which we have yet made to reach the people. The teachers in the schools have without exception expressed themselves as willing and desirous of taking up some such simple exercises as a rest for the pupils two or three times a week, if only they themselves could be instructed in the proper methods of carrying on the work. In order to afford this instruction to the teachers, we are now proposing to issue a series of experimental leaflets on object lessons and place these in the hands of the teachers.

There is no doubt of the necessity for work of this kind with the children. The love or antipathy of the farm is engendered at a very early age in the minds of the young. This has been demonstrated in these October meetings, when we have asked those children who live on farms and who still desire to do so to raise their hands, and we almost uniformly find that the number who desire to live on farms is far less than those who actually do live on them. With these children, ranging from six to fifteen years of age, the question of pecuniary profits upon the farm has appealed very little, but they are influenced directly by the environments under which they are living. These environments must be improved; and, if they are, there is every reason to expect that children will love the country better than the city. We have thought, therefore, that it is eminently worth the while to instill the love of nature and the knowledge of a multitude of living things in the minds of the children.

The resources of Iowa are and must continue to be, to a large extent, agricultural in their nature. Whatever adds to the productiveness of the farm increases the wealth of the state; whatever adds to the intelligence of the farmer's family adds to the intelligence of the state. This subject is of such vast importance, as affecting the whole future welfare of the nation, that the committee on rural schools, which reported at the last meeting of the national educational association, at Milwaukee, committed it to a special committee. The results of the investigations of that committee will be found as an appendix to this report.

TRANSPORTATION OF CHILDREN TO SCHOOL.

A number of states have made definite legal provisions for carrying children to school at public expense, under certain conditions. In general these laws provide that when a school has become so reduced in numbers that the expense per capita is too great, it may be closed and the children carried, without charge, to such school as the board may designate. Thus two or three small schools may be gathered into one of good size, and a competent teacher provided at a fair salary, instead of two or three incompetent ones at a low salary, thus affording better instruction for the children at a very considerable saving to the taxpayers.

Section 2774 of the revised code makes provision that when the board is released from its obligations to maintain a school, or when children live at considerable distance from their own school, the board may contract for their instruction with boards of other districts and pay the tuition out of the teachers' fund. It also provides that whenever it will be a saving of expense and the children can secure better advantages thereby, the board may arrange with any person outside the board to convey the children to and from school in the same or in another corporation and pay for the same out of the contingent fund. There are many counties in Iowa in which the boards can take advantage of these provisions of the law with great benefit to the schools.

In many districts good schools are absolutely impossible on account of the conditions. With less than ten pupils on the roll, with irregular attendance on the part of the pupils, and with two or three different teachers in one year, the progress of the pupils in their studies is slow and uncertain. The only way in which to improve these conditions is by consolidating the schools.

The American people have not yet reached that degree of civilization which enables them to spend public money wisely and so as to get permanent results. If nine schools are maintained where six would answer a better purpose, the money expended upon the three extra schools is wasted Nine teachers are poorly paid where six better teachers could be employed at more remunerative salaries and still save money in each of the three funds. So there is a waste if the children in small schools are gathered in groups of eight or ten with a teacher to pay and supplies to be purchased for each school, when under the law at a comparatively small expense they can be carried to a well conducted graded school centrally located.

This matter was very thoroughly investigated by the committee on rural schools. I have incorporated its conclusions in the appendix to this report. It will bear careful study by those who are interested on the economical side, or in having better schools at less expense.

KINDERGARTENS.

The kindergarten has not yet taken the place in our schools which its importance demands. It is a matter of record made after careful study of results that in the cities the kindergarten children do better in entering schools than those who have not received such training. Work is the true spirit of the kindergarten room; idleness and listlessness have no encouragement there. Self activity is the keynote to every exercise. Unless the kindergarten prepares the child for the more formal tasks of the schoolroom, it must be counted a failure. It cannot be denied that in many cases the kindergarten has departed very far from the spirit of its great founder. Especially is this true of that class of kindergarten teachers who wander in "the vagaries of a frivolous and fanciful symbolism" which has no tangible meaning and bears no fruit worth gathering.

Froebel says that "the province of the kindergarten is to prepare children for citizenship here and hereafter." As such it ought to be a part of the public school system in every city and town. It has gained headway and is fairly established in several places in Iowa. I look for a rapid spread of the kindergarten as its spirit and usefulness becomes better known to our people.

It deserves more attention from our leading educators than it receives. I would not in the least disparage the worth of the high school or the college, but I look upon the kindergarten conducted in accordance with the spirit and the philosophy of Froebel as of more importance than either of them.

It may be truthfully said, however, that the kindergarten spirit has changed very largely the teaching of the primary room in all parts of the state. The teacher who breathes the kindergarten atmosphere takes to her school patience, endurance, love, reverence for childhood, and that earnest spirit which recognizes in nature the common mother of all, ready to give good things to those who ask them of her. The moral side of the kindergarten has also changed the discipline of the primary grade. There is no longer a reign of fear from which the child shrinks. The teacher is no longer a terror with whip in hand to punish the least infraction of her rules. There are sunshine, pictures and flowers to attract and to cultivate the child's love of the beautiful. Music lends its charms, and the very games which the children play are made to convey lessons of good behavior, and of just dealing one with another. There is not a primary teacher in the state who would not be benefited by knowing more of the kindergarten school. There are high school teachers whose usefulness would be increased if they had a more intimate acquaintance with the kindergarten spirit. The late George Howland, for over thirty years connected with the schools of Chicago, thus defines the New Education:

> We believe in the New Education for the spirit of humanity underlying it, overlying it, inspiring it, which makes the child its subject, its untiring study, its ceaseless hope; for its truer appreciation of the child-nature in its restless eagerness, its longings and its ceaseless strivings to acquaint itself with its powers, its capabilities, and its surroundings. We believe in it especially for the better understanding of things and their names, its nicer observation of qualities, and forms its clearer conception of ideas, and its finer expression of thought.

CHILD STUDY.

There are two distinct phases of this subject before the educational public at the present time. On the scientific side eminent men are making a careful study of the child's mind with a view of ascertaining the most rational methods of presenting subjects and of imparting knowledge. They are also investigating the relations between the mind and the body so as to prevent injury to either by the process of education. In this aspect child study concerns itself with the entire child in his three-fold nature of body, brain, and heart; the physical, the intellectual, the moral.

The other phase of child study is more practical and deserves the attention of those teachers whose daily work is in th kindergarten and the primary room. It consists in adapting the work of the school, as far as may be consistent with the general good, to the nature of each individual child. If he has physical defects of any kind, allowance must be made for them, and his position in the school must be such that this defect of sight or hearing may be as little hindrance as possible to his progress in his studies. If nature has made him dull in one branch and quick in another, he should not be blamed for his dullness nor over praised for his quickness. Not what the child accomplishes, but what he earnestly attempts to accomplish, should be the measure of censure or praise. Cleanliness of person, orderly habits, polite behavior, ready obedience, a regard for the rights of schoolmates, are brought to the notice of the children so as to offend none of the unfortunate ones whose home life neglects these things, but rather to attract them to attempt for themselves the beginning of a more humane life at home as well as at school.

Child study has a very interesting side also in the attempt which it encourages to bring the school to the notice of the parents. The teacher who has the child study spirit takes every opportunity to cultivate an acquaintance, especially with the mothers of the children, for mutual advice as to what course it is best to pursue so that the child may be benefited by attendance upon the school. Child study seeks the co-operation of the home. This is its strongest characteristic on its practical side, and commends it, not as a fad, but as a means of an intelligent understanding of the needs of the child and the best way of meeting them.

GRADED SCHOOLS.

There is no question that the schools in our towns and cities rank well with those of similar grade in other states. Many of the teachers are graduates of normal schools and colleges and are well fitted for their work. Principals and superintendents are men and women thoroughly devoted to the interests of the schools, and enthusiastic students of educational progress. We are, however, confronted with some very serious questions which it behooves us to treat with careful consideration. The iconoclast has a task different from that of the architect, since it is easier to pull down than to build up. The destroyer and the creator have different missions in the world. Experience is a safer guide than theory in educational affairs. The landmarks which our fathers established were the result of careful thought and study by the men who founded the republic. Any departure from them should be made with great caution, and only after due deliberation. Still it is true that the education which the common school afforded a generation ago, would not suffice for the present times. Customs and manners change, and the school must change with them. Knowledge is greatly multiplied and increased; life has taken on an intensity of meaning and the ends of the world are brought together. The school must adapt itself to this new order of things. The tendency to crowd high school studies back into the grammar grades, and grammar school studies into intermediate grades should not be encouraged. The object is not to make room for new studies, but to teach with understanding those already in the course. United States history does not receive the attention which its importance deserves. It should be introduced earlier in the course and some knowledge of general history should be taught with it. The ability to write and speak the English language in accordance with the best usage is of great importance. When the child leaves school he should possess the art of expressing himself concisely, clearly, and intelligently, so that he may not be misunderstood. He should be able to write a letter or an article for the press, which, for orthography, penmanship, and expression of his wants or ideas is above criticism. He should have an acquaintance with the best literature of the language, with a taste for reading and investigation in his leisure hours. The arithmetic of the school can be abridged in some subjects, but the place of that portion rejected must be filled with other and more practical matter. The study of form and elementary geometry should not be too long deferred. Mensuration, the computation of areas and distances, the bushels of corn or wheat which a given receptacle will hold, as much of commercial arithmetic as will make him comprehend more easily the actual problems of business when he is called to face them. These are some of those things which should be emphasized more than they are in teaching this subject. Additional pains should be taken to secure rapidity of computation, and correctness of results. Every new method in arithmetic should be carefully questioned as to the probability of its power to bring us farther on in our endeavors to reduce the time spent upon this subject and to produce better results.

The pupil should be encouraged to independent analysis, to use his own processes, but he should be held responsible for his conclusions. It is very helpful that he be allowed to conquer difficulties in his own way, if he can do it intelligently and absolutely. On the other hand it is equally harmful to furnish him stilts, that he may make rapid progress, or to provide for him a crutch when he comes to difficult places. To throw out in the primary grades "the hences," "the whences" and "the therefores" in simple computations would undoubtedly increase the clearness of the child's comprehension. The simple reasoning of the child goes to the result with a directness from which the teacher may learn a lesson. What is the use of hedging his way up by a wordy analysis which becomes in the end a mere act of memory and nothing beyond that?

The reading in the schools is receiving much attention, and I believe with good results. The efforts of conscientious teachers to cultivate in the child a taste for the best reading is commendatory. It forms a strong safeguard against the pernicious influence of the vile and trashy literature which so abounds in American society. It is questionable, however, whether we are making good oral readers of the children in our schools. I believe that a return to the old-fashioned drill in pronunciation, enunciation, inflection and emphasis, would conduce to giving more power to the person when called upon, as every one sometimes is, to read in public, or in the family circle. The ability to read aloud, so as to be a source of pleasure to the hearers, is a most desirable accomplishment.

Promotion of individuals in the grades should be governed by the interest of the scholar. Above all things it should not be governed by an arbitrary standard of reaching a certain per cent in his studies.

> The course of study is the measuring rod or scale which is used to determine at what point in the eight years' work in the elementary course a pupil's work has arrived. It should not be used as the Procrustean bed on which to stretch the work of the school in order to give uniformity. (Report of Subcommittee on Instruction and Discipline, Committee of Twelve on Rural Schools.)

Seventy-five per cent in arithmetic may mean as much to one pupil as ninety-five to another, all he can ever get out of it, and he should be allowed to go on and get what growth he can from the studies of the next higher grade. A rigid adherence to a fixed, unvarying rule for promotion, has driven more large boys out of school than any other assignable cause.

I am not yet willing to class music and drawing as fads, or as expensive luxuries. If we cannot afford them in every grade, then cut them out of the high school, but let the children whose education must close far below that, have the full benefit of their humanizing, civilizing influence. It is not only knowledge which the people need, but the general culture which comes from the presence of "the true, the good, and the beautiful." Reading, writing, and arithmetic alone fall far below the standard of education needed by a free people. The esthetical side of the child's nature must not be neglected if we expect that the American school will realize the purposes for which it was founded. Let our children be taught to sing, for often the songs of the people have proved to be a powerful factor in forming the character of the state.

Drawing should be so taught as to have a direct bearing upon industrial education. Whatever enables the eye to see the lines of beauty even in the most common things of life, or enables the hand to trace upon paper the conceptions of the brain in works of art, has its utility no less than the multiplication table or the list of irregular verbs.

Civics must also, in some form, have a place in our schools. A knowledge of the duties of various offices, the method of conducting elections, above all the sacredness of the elective franchise, and the obligations of the individual voter to cast his ballot in strict compliance with the dictates of reason and patriotism, must be impressed continually upon the children in our elementary schools, if we expect to purify politics at the fountain head.

The problem of the American school is extremely complex from the fact that we must educate the child so that he may be fitted for every sphere of usefulness to which the republic calls him. A late writer in the Atlantic expresses it in these words:

> The democratic school must teach the children that democratic nobility calls for fidelity to all forms of duty which demand courage, self-denial, and zeal, and loyal devotion to the democratic ideals of freedom, serviceableness, unity, toleration, public justice and public joyfulness.

HIGH SCHOOLS.

Less than 94 per cent of the pupils who enter the public school remain to finish the eighth year. The great proportion of them leave school before the close of the seventh year to enter the office or the store, or to learn a trade. Of those who graduate from the high school, but a small per cent enter the college. It is evident, then, that it is not the object of the grammar school to fit the pupils for the high school, nor is it the object of the high school to fit a few for college. It may well be asked, then, by what line of reasoning can we justify the maintenance of the high school at the public expense? I answer, by the same process through which we justify the whole scheme of public education—the welfare of the state. The state cannot afford to do anything which will lower the general average of intelligence among the people. Abolish the college and university, and the average of intelligence will rest below the high school. Abolish the high school, and the average will fall below the requirements of the eighth, or even the seventh, grade. This leveling down process is not in accordance with our American ideas, and thwarts the purposes for which the schools were established. The fact that the high schools help to diffuse knowledge among the masses goes far towards establishing their claim for existence at the public expense.

A stronger argument lies in the nature of democratic institutions. It is not enough that all men are equal before the law. Within the limits of the law every man must be permitted to pursue happiness in his own way, and to make the most he can of himself as God has given him abilities. To deprive him or his children of these privileges would result in arraying caste against caste, class against class, and condition against condition. This is dangerous to liberty in a republic The road must be kept open whereby the child of the man who works for his daily bread can realize the possibilities which are before him. The progress of the child in the elements of a wider knowledge has often opened the eyes of parents to the poverty of their own lives, and brought them to a determination that their children shall not be deprived of their rightful portion of the intellectual wealth of the age. "The property of the state must educate the children of the state," and it must afford the same privileges to all alike. It may be possible that we do not get the best attainable results from public school education, but that is as true of the primary room as of the high school, and does not weaken the argument that "the fundamental object of democratic education is to lift the whole population to a higher plane of intelligence, conduct and happiness." Yonder granite monument may crumble into dust; this massive capitol may fall in ruins; the nation may be blotted from among the nations of the earth; but whatever we do to enable the child of the humblest citizen to make the most of himself, and thus be of the greatest use to his race, will remain a witness of the wisdom, the patriotism and the justice of our generation.

The provisions of the new code place the high school more directly than before under the care of the superintendent of public instruction. There should be, to make this provision effective, an inspector to visit these high schools, and pass upon their courses of study, their methods, and their facilities for doing the work of secondary schools. Many high schools are attempting too much; their courses are crowded with studies, and the instructors while exerting all their powers, are conscious of not doing good work. It is also true that pupils are sometimes allowed to take branches which they have not maturity of mind to comprehend. In such cases they obtain neither knowledge nor discipline. Occasionally an ambitious scholar is allowed to take so many branches at once that his entire time at home is taken up in preparation for recitation and he has no opportunity to gain the broader education of the home and of home life, which is even more essential than that gained from books.

The high school in every community is about what the people demand. Very often teachers are alive to the evils I have enumerated but are powerless to help themselves in the face of public opinion. There can be no remedy for these things until the people come to a full enlightenment of the fact that a knowledge of books alone does not constitute a practical education.

"We are entering upon an era of education, the consummation of which will not be a charity education for the poor, nor a teaching of some rudiments for the many, still less the cultivation in dilettante science and art of a proud few but the opening of a highway to the best and broadest development of character for the all."

The high schools of the state are worth all they cost, but reforms are needed in the directions which I have pointed out. The high school is too expensive where it is maintained at the cost of poor teachers and poor instruction in the grades below. Whenever that is the case it should be thoroughly renovated.

To what point should the high school curriculum extend ought to be very carefully considered and settled according to the wants of the community and with reference to the ability of the taxpayers to meet the expenses. There is such a thing as attempting too much, an extreme against which boards and superintendents should guard in the interests of good scholarship and true economy.

In all our schools there is too strong a tendency to hold up a false standard of success before the pupils. The things which make for true manhood and true womanhood, which will contribute to the usefulness of the individual as a member of society, are lost sight of in the fierce ambition to obtain the mark necessary for promotion to the next higher class. A good recitation is the best which that pupil can make, and its quality is not affected at all by any arbitrary mark which the teacher may affix to it.

Love for the truth, a spirit of serviceableness, respect for sacred things, regard for the rights of his neighbor, integrity in dealing with his fellows, the cultivation of the conscience, growth of character in the direction of obedience to the precepts of the divine law, these are the weightier matters which the true teacher keeps continually before the pupils. It is very necessary that the next generation should have right ideas of what constitutes success.

NORMAL INSTITUTES.

There is no occasion for dwelling upon the benefits which have accrued to the teachers of the state through the annual normal institute. While in some cases it has failed to accomplish all that it was originally intended to accomplish, nevertheless the results have been such as to fully justify the wisdom of those who framed the law. There are some changes, however, which should be made in the law governing the institute. The power now given the county superintendent to appoint the conductors or instructors should be so limited that he could appoint only those who hold a paper from the state superintendent or the board of examiners certifying to the fitness of that person for the position he desires in the institute work of the state. Such a provision should be so framed as not to exclude instructors residing in other states, but rather so as to invite the best men and women, those most skillful as teachers of teachers, to work in our institutes, without regard to their residence. An amendment should be framed so as to prevent the plan in vogue in some counties of farming out the institute fund to local teachers as a reward for personal or political services. This would not only put it out of the power of the county superintendent to engage instructors for any other reason than their evident ability, but it would free him from the importunities of those who have not been able to demonstrate their preparation and fitness for institute work.

The money which constitutes the institute fund is, with the exception of $50 given by the state, drawn entirely from the salaries of the teachers of the county. It ought then to be expended for their benefit alone. The superintendent who uses it to further his own promotion or for personal ends is unworthy his office and does not deserve the respect of the teachers or the community.

I have always contended that it is unfair thus to assess the teachers to support the institute. Common justice would seem to demand that the state should give the teachers' institute $200 the same as it gives the farmers. At present, however, we must discuss conditions; what we have, not what we would have.

To the question what constitutes a profitable institute, I reply without hesitation, competent instructors. To the question what is a competent instructor worth, I reply, he is worth just what he can command in the educational market. We willingly pay a platform speaker, from $100 to $200 for one evening's talk, and no one considers it extravagant. But then he has spent years in preparation for his work and in cultivating those qualities which enable him to entertain an audience. A skillful surgeon will ask a $500 fee for an operation which occupies possibly two hours, or even less. But he has spent money and time and study in acquiring his skill. When we need a surgeon we always seek the best we can find. A lawyer will take a large retaining fee, and when the case is finished he does not think it exorbitant to ask from $1,000 to $5,000 from his client. For exactly the same reasons, a man who has spent his life in studying educational systems, who has made himself at home in the best methods of instruction, who can bring all his knowledge, his wisdom, the accumulated experience of years to bear upon and interest the class of teachers before him, is worth in Iowa just what his talents can command elsewhere. Iowa teachers are worthy the services of the best instructors in the land, and a wise county superintendent will provide them for his institute as far as his funds will warrant it. My observation convinces me that whenever the teachers in the county fully understand that the institute arrangements are such as to introduce the work of men and women who have something to give worth taking, then they welcome the institute and come willingly to it. On the other hand, when they learn that their instructors are to be those who are in no ways above them in talents or ability, who have no special fitness for their work as instructors, they will then come to the institute if they have to, and not otherwise. It is the institute of cheap workers, from whom they learn nothing, which is a hardship upon the teachers, and not the apparently expensive one from which the teachers go to their schools full of that enthusiasm which comes from contact with instructors alive with the latest educational thought, and rich in their experience as teachers of teachers.

I have repeatedly said to county superintendents that it does not seem right to me to build up a large institute fund to be carried over from year to year, from which those who contribute to it gain no benefit at all. It should be expended in lengthening the institute or in providing a spring institute as is done in many counties for the benefit of those who are to teach in the summer schools. At the same time county superintendents should be held to a very rigid account for the expenditure of this fund. There is no assignable reason why the amount expended for incidentals in many counties should be from one-third to one-half or more of the entire cost of the institute. To sum this all up I am not able to do it in better form than by using the words of one of the most able institute instructors in Iowa:

> The teacher is entitled to the best instructors that her money joined to that of her fellows will buy. It is the duty of her county superintendent to go into the market and secure the best talent that the fund provided by her and her fellows will afford. There is no justification for squandering any part of the fund merely because it exists, but there is no occasion for hoarding it, because a good institute, one which is profitable to the teachers and whose good effects reach into the schools of the county, costs money. Some county superintendents of whom the writer has heard have squandered the institute fund, not by employing high priced talent, but by

employing instructors to pay political debts, and foisting instructors upon the institute little better qualified than many of the members. Such help is dear at any price, and if the teachers are to have no other, and may not have the benefit of the best instruction available for the money provided by their fees, the system would better be abandoned.

I have reached the conclusion that the graded normal institute needs reorganizing in the direction of greater freedom of choice on the part of teachers in attendance. There should be, for instance, one instructor skilled in mathematics, whose instructions those who are especially deficient in that branch should be at liberty to attend even to the exclusion of some other study. There should be another whose attainments in nature study, or in the science of common things, would attract those who especially need such instruction. So of history and geography combined, and of didactics or school management. The same work of respecting the individual which we are attempting in our graded schools, may profitably be introduced into the graded institute. This plan would probably do away with the graduation of teachers from the institute. In this respect it would eventually be a benefit, inasmuch as these exercises of graduation give the teachers the fallacious notion that a four years' course of two weeks each year has enabled them to become finished teachers. In the way indicated there would be less temptation to take too many branches, and thus to do very superficial work as is the case in the majority of institutes as now conducted. There would then be no occasion to conduct the institute with sole regard to the examination for certificates at its close, which impairs its influence and destroys its usefulness. The plan has been tried successfully in some institutes, and is worth trying in others. It is to be noted here that the tendency to change from one instructor to another should not be encouraged. The teachers should make their choice carefully and then abide by it.

It is unfortunate that a false idea of the purpose of the normal institute prevails among our teachers. County superintendents are greatly to blame for this. It is unwise in the extreme to coax teachers to attend the institute by promising to renew the certificates of all who are present a certain number of days. The certificate and the institute ought to be essentially divorced. They should not be mentioned in the same connection. The point has been raised that it would be better to abolish the institutes entirely and substitute normal schools with short courses, in sufficient numbers to meet the wants of all the teachers. Whenever Iowa reaches that position in educational work, the institute in its present form would not be needed as it is now. Nevertheless the time will never come when it will not be necessary to call the teachers of the county together at least once each year for mutual consultation and advice, so that they work as one body for the accomplishment of a common purpose.

There is one other point in connection with the institute which I feel compelled to mention. The institute has come to be regarded as a collection of "school marms" whose interests are entirely separate from those of the community at large. Some way must be contrived to break down the wall of partition and restore the institute to its old-time place in the region in which it is held.

In the beginning the institute embraced the design of making it an educating power in the county. For years it was the nucleus of an educational revival. Not alone teachers, but citizens came up to it, and went home filled with that enthusiasm which is born of new ideas. We must restore the institute to its original purpose. We must bring back the people, the missing element, and above all things, so instruct the teachers, that by their school work, and as they go from house to house in their districts, they may daily inform the people concerning the true purposes and methods of school education.

TOWNSHIP ORGANIZATION.

I desire to re-affirm my belief that the rural independent system is anything but a blessing to Iowa schools. The adoption of the township as the unit of organization would advance the educational interests of the state many fold. An argument can be based on the side of economy which cannot be denied. Add to that the greater efficiency of the schools and the argument is still stronger. Add yet again the equality of school privileges for all the children, and every reasonable man must be convinced that the next great step forward must be the adoption of the township system. Horace Mann states the matter none too strongly when he says:

"The great doctrine which it is desirable to maintain and to carry out in reference to this subject is equality of school privileges for all the children of the town, whether they belong to a poor district or a rich one, a small district or a large one."

INDEX OF REPORTS.

As this is the twenty-eighth biennial report of this department, and the fiftieth year of Iowa's statehood, I have caused an index of the reports of superintendents of public instruction to be compiled and have made it a part of this volume. It will be found very valuable by those in our colleges or normal school who have occasion to refer to the reports, or to anyone who wishes to know the opinion of a former superintendent upon an important point. This custom of indexing the reports should be kept up and made a part of the report as often as every tenth year.

SCHOOL LAWS.

As the laws affecting the schools of the state have been rearranged in the new code and in some essential points changed, it has seemed necessary to print a large edition for the use of school officers. The following are the principal new provisions:

The educational board of examiners will have power to grant a state certificate or a state diploma to a person holding a diploma from a state normal school or a certificate of as high grade from another state. The board of examiners will also have power to issue a state certificate for primary teachers. The law requires that a county superintendent must hold a first class certificate, a state certificate, or a state diploma. County certificates will be separated into classes or grades under the discretion of county superintendents, as formerly. A provision is made for certificates for two years. At all meetings of the voters voting will be by ballot. The probability of deadlocks is lessened by an odd number in many boards. In all independent districts except rural independent school districts the treasurer will be chosen by the electors. Districts having 5,000 or more inhabitants may be divided into precincts for voting purposes. In all districts, contracts with teachers may be made only by the entire board. A majority vote of the board will expel from school. Contingent fund to the amount of $25 annually for each schoolroom may be used to purchase dictionaries, library books, charts, and apparatus. Boards may contract for the transportation of children to and from school. The board has control of schoolhouses, subject to direction from the voters. Attendance in school townships is not governed necessarily by subdistrict lines, but the board determines the school that children shall attend. The course of study in graded or union schools must be approved by the superintendent of public instruction. The provisions for changes in boundaries and the restoration of territory are much simplified. In hearing appeals, witnesses may be subpœnaed, and provision is made by which the expenses will be paid. The costs must be entered up against those taking the appeal, if brought without reasonable cause, or if the appeal is not sustained.

It is hoped that no attempt will be made to change these laws by the Twenty-seventh General Assembly. They have as yet had no trial and no one is able from actual experience to point out defects or to suggest amendments. In fact one great evil connected with the old edition of school laws was found in the constant tendency to amend and patch it, by every succeeding legislature until it was almost impossible to interpret it. In my opinion it would accrue to the advantage of the schools if these laws could be allowed to remain as they are until the lapse of several years may suggest some radical changes. These new provisions are all in the line of progress, and I cannot but believe that they will prove of great benefit to the educational public throughout the state. There should be some provision whereby the teachers of the state and the public at large can get copies of the school law for their information. At present this department is required to furnish copies to each county superintendent in sufficient numbers to supply the school officers of his county, but there is no provision for selling them to others who may need them for use or instruction.

ACKNOWLEDGMENTS.

More than my thanks, my gratitude is due to my deputy, Hon. Ira C. Kling. Fifteen years' service in this office has given him a knowledge of the school laws unsurpassed by any man in Iowa. He has an intimate acquaintance with the history of education as related to the gradual development of our school system, which has been of great service to me in the discharge of my duties. For purity of design and honesty of purpose, his official record is without spot or blemish. In the revision of the school law he was often in consultation with the committees and was mainly instrumental in securing some of the most important changes. The published edition of the laws, the preparation of the notes, and the making of the index, are due to his skill and labor. He has been to me a wise adviser, an able, loyal assistant, and a faithful friend. Our official relations are soon to end, but a friendship too sacred for public mention will remain while life lasts.

I have had during the last four years for my secretary, Miss Lilian G. Goodwin, of Clinton. She has performed her duties to my entire satisfaction. Not only has she acted as my secretary, but her labors have partly been as a general clerk in the office. In addition to that, she has acted as secretary of the board of examiners, taking entire charge of the fees and keeping track of a large and increasing correspondence. Her methodical arrangement of papers and her knowledge of the applicants has materially lightened the labors of the examiners. For her faithful labors and for her self-sacrificing devotion to the duties of the office she deserves this public commendation.

The teachers of Iowa have been my enthusiastic friends, far beyond my deserts. I can only thank them in words. They can never know what a tower of strength it has been to me to realize that I was firm in their confidence and respect. Like the shadow of a great rock in the burning desert, like the living spring to the thirsty soul, so have I again and yet again found rest and strength in the love and support of those with whom I have been called to labor in the great cause of public education. Words are too poor, human speech too barren, to pay the tribute of affection and regard which I feel is due to you, my fellow teachers of Iowa.

"May the peace of God which passeth all understanding abide with you forever."

Let me not forget to thank the people of Iowa. Wherever I have been in their midst they have given me a royal welcome. They have appreciated my labors for the welfare of their children, and we have rejoiced together in every token of good things, in the future, for the public schools.

If I could reach the ears of every father and mother in the state I would plead with them to devise yet better things for the children. Put lands and stocks and bonds in one scale, and a little child in the other outweighs them all. If we could only break away from these temporary, transitory things, and realize what is the best education for the child in the light of his citizenship in a great nation, and in the light of his immortality, how differently we should plan, how differently we should act.

[The following pages were received too late for insertion in its proper place. It is too important to be omitted, and we therefore insert it here.]

DENOMINATIONAL COLLEGES.

Because this is the semi-centennial year of Iowa's existence as a state, I have desired to give as full a history of her educational progress as possible. This could not be considered in any sense complete without mention of the work done by those institutions which are not under direct state control.

These colleges controlled by religious denominations exert a wholesome influence over the schools in the community in which each is situated. The young people go to them for instruction. There they come in contact with scholarly, cultured men and women, and take to their homes and their schools a spirit of growth and progress which permeates the entire region. It adds to their usefulness that these colleges do not hold themselves aloof from the public school interests, but we are always sure of their attention and their influence in any plan looking to promoting the cause of popular education. The following paper was prepared by Dr. W. F. King, of Cornell college, and is given me for publication at my earnest request:

HISTORY OF IOWA COLLEGES.

The difficult task has been assigned to me of preparing, in a very short time, a brief paper on a very large subject.

Fifty years ago our beautiful Iowa was overrun by herds of wild game and warring tribes of Indians. Many of our citizens have witnessed the change from that wild and barbarous condition to the higher civilization of to-day. The conditions were at hand for great and rapid changes. Two sides of the state were flanked by navigable rivers tempting to commerce, the virgin soil unobstructed by forests invited the modern plow and reaper, and the railroad which has usually followed the pioneer and sought out the cities, here became itself a leader of pioneers and a projector of new cities. But the chief factor in this transition was the character of the people themselves, their sturdy habits, their thrift, their morality and their intelligence.

As the institutions of New England had been planted by more than a hundred graduates of Oxford and Cambridge, so those of Iowa were established and nurtured by men and women trained in the academies and colleges of older states. These intelligent and aggressive pioneers were also civilization. They have helped men to know, to do, and to become. "They have gathered from all fields and distributed to all men." These harbingers of good rose with the dawn of modern states and they became their brightest stars. Every state in Europe, and every state colonized from Europe founded and nourished them.

They even gave spirit and power to conquered and languishing states, as was seen in the founding of the University of Berlin in the nation's deepest humiliation. After Napoleon had overrun fair Prussia, Frederick William III and Humboldt thus infused new life into a crushed people and prepared the way for the later triumphs of Bismarck and William I, on the plains of France Two centuries earlier the good prince of Orange had rewarded inspired to their work by the luminous pages of history. They saw that ever since the dark ages colleges and universities had been among the foremost agencies in developing human capabilities and in advancing Christian the citizens of Holland for their valor during the Spanish siege by founding for them the University of Leyden. The enrapturing pages of Motley describe the new joy of that people, so lately the victims of famine and pestilence. The city crowned itself with flowers and marched forth midst the splendors of spectacular pageantry. And has not the grand history of that institution fully justified their joy, adorned as it has been with a long line of illustrious names for the last three centuries?

In the light of history no one should be surprised at the educational enthusiasm of our young and vigorous Iowa. Many inspiring examples and vast stores of knowledge have come to her from older states. Her front rank in literacy is due partly to the rich heritage of the past, partly to a free and benignant government, and partly to the luminous epoch which spans her history in the last half of the nineteenth century; but it is due mainly to the high character and educational spirit of her people.

The pioneers of Iowa had a passion for education which was not always wisely controlled. They, like some of their successors, were carried away by local influences, buoyant hopes and future needs of a new and prolific state.

In the early period of rapid settlement many pretentious institutions were projected. The very first legislature that met in the goodly city of Burlington, in 1838, while Iowa was yet a part of the territory of Wisconsin, showed its sensitiveness to local influence by chartering in one day, January 15, 1838, no less than five seminaries for Iowa towns, and five days later two colleges were incorporated. These so-called institutions of higher learning, like some that followed, had slender foundations except their charters and the glamour of their projectors. It is recorded that "of the fifty incorporated during the twelve years between 1838 and 1850, only two now exist under their original name." While this exuberance of educational spirit led to plans that were visionary, it also led to those that were wise and lasting. Midst blasted hopes and wasted treasures, there was developed and chastened that vigorous educational life which has given us our public school system and our colleges of to-day.

Iowa colleges have been planted amidst labor, sacrifice and inspiring hope. Some of them have already died, and must be passed in silence. A second class are still weak, though tenacious of life. Some of these may yet die of anæmia; others may struggle long and heroically, but at great disadvantage; and still others, with proper support, may develop into institutions of high standing and permanence. The third and most important class have largely passed the period of uncertainty, and are strong and well manned. Their equipments, standards and work class them with the better colleges of the older states.

There has been a marked tendency in our state toward *multiplication* rather than *unification* of educational institutions and efforts. This tendency has been marked in both the state and denominational colleges, and for many reasons should be regretted. It has caused divided interests, duplication of professors and equipments, and in many cases the atrophy of institutions. But this multiplication of institutions has also had offsetting advantages. More communities have been stimulated to local effort and public spirit, and more youths have been turned to higher education by the neighboring college. The institutions were thus brought nearer the people and made more inter-dependent and co-operative, no one being tempted to arrogance by its enlarged prerogatives or overpowering strength.

The large number of Iowa colleges makes it impossible, in the brief space allotted to this paper, to give any proper historical treatment to individual institutions. Hence they must be considered somewhat in groups and general characteristics.

STATE INSTITUTIONS.

The state institutions which properly come under the subject assigned are the state university and the agricultural college. They were both largely aided by grants of land made by acts of congress. Two townships were granted for the university in 1840, and in 1862, 30,000 acres were granted for each senator and representative in that body for the benefit of agriculture and mechanic arts. These two funds might have been judiciously united in support of one institution, but it was decided to found two.

The first legislature of the state established the university in 1847, and located it in Iowa City, as compensation for the loss of the capital. It was first opened in 1855, but was closed three years afterwards to all but normal students. In 1860 it was reopened, and enrolled for the year 173 students, of whom twenty-two were in the collegiate department. In the thirty-six years since the reorganization the university has made steady, if not rapid, progress. The income from endowment and tuition has been too small, but is now more generously supplemented by the state. The number of students has steadily increased, till now the annual attendance aggregates 1,300.

The faculty is strong and the grade of instruction is high. The following departments are maintained: Collegiate, law, medical, homeopathic medical, dental and pharmacy. The material equipments in the way of buildings, laboratories and scientific collections are very complete. A number of expeditions have gone out from the university in the last few years in the interest of biological research, which have been profitable alike to the members and the institution.

In 1858 the legislature of Iowa passed an act to establish "A state agricultural college and model farm;" and the same act provided that each student should engage in manual labor several hours each day. The farm and college were afterward located near Ames. The general assembly, in 1862, accepted the congressional grant, and entered into contract to erect and keep in repair all necessary buildings for the college. At the same time the college was broadened so as to include the mechanic arts as well as agriculture, and a more liberal course of study was provided. The scope of instruction has been expanding until it now includes eight courses, which are mainly technical Since 1890 there has been an annual congressional appropriation for the experiment station which bears directly upon agriculture. The equipment of the institution is extensive and the faculty strong. These two state institutions have done valuable service for the people, and, if they are properly sustained and managed, they will be able to do far more good in the future than in the past.

The other colleges are naturally grouped under the denominations which foster them. Both the denominations and the institutions under them will be briefly treated in alphabetical order.

BAPTIST.

1. BURLINGTON UNIVERSITY.

In 1853 the first Baptist college was founded in the city of Burlington, and was named Burlington university. On the 4th of July, 1853, the cornerstone of the three-story building (which still stands) was laid with imposing ceremonies. The first catalog was issued in 1855, and reported eight teachers and 167 pupils. It made little progress in the next twenty years, and soon fell to secondary grade, and was finally closed in 1889. This descending record was largely caused by lack of resources and the rise of rival institutions and the excellent public schools of the city.

2. CENTRAL UNIVERSITY.

This institution was opened in Pella in 1853, and early attained an excellent standard of work and attracted a good body of students. During the war its record of patriotism was among the first. One hundred and twenty-four students, led by one of the professors, entered the army, of whom twenty-two fell in the service. The institution seems to have maintained a comparatively even career all these years, notwithstanding moderate financial resources and the presence of a formidable rival in a neighboring city.

3. DES MOINES COLLEGE.

The University of Des Moines was chartered in 1865. After about a quarter of a century of uncertain life the name was changed to the more appropriate and modest one of Des Moines college. The presence of three Baptist colleges in the state competing for funds and patronage was a disadvantage to all. The protracted consideration of the question of location and preference had its discouraging effects alike upon patrons and schools. Latterly the Baptist state conventions and members of the denomination outside of the state have seemed to favor Des Moines college. This college is now closely affiliated with the University of Chicago, and has a fine property and good standards of work.

CHRISTIAN.

1. DRAKE UNIVERSITY.

Prior to 1880 some of the leading minds in the Christian church had favored the establishing of a university at the capital of the state. About that date a university land company was organized in Des Moines for the same purpose, and a strong effort made to transfer Oskaloosa college to Des Moines, which was only prevented by an injunction suit. But this did not prevent the transfer of several of the faculty and many of the students to the new institution at its opening in the fall of 1880. The name of Drake university had been chosen in honor of its most liberal benefactor, Gen. F. M. Drake, now the honored governor of the commonwealth. The institution is liberally provided with courses of study. Besides five in liberal arts, it also offers courses in law, medicine, pharmacy, divinity, pedagogy, business, oratory and art. Its library, apparatus and museum are valuable and growing. The steady enlargement of its assets and students bespeaks a useful and permanent career.

2. OSKALOOSA COLLEGE.

Oskaloosa college was organized in 1861. It made commendable progress in collecting educational equipments and in drawing students so long as it was the only college of the Christian denomination in the state, but the discussions and losses incident to the starting of the new school at Des Moines were a serious embarrassment. Since then the renewed efforts of friends and the loyalty of the alumni have materially increased the equipments, endowments and students. The number of students has been doubled in the last three years. The standard of scholarship is commended by the demand upon the alumni for professors in their *alma mater* and other colleges.

CONGREGATIONAL.

1. IOWA COLLEGE.

The Congregationalists formed an organization as early as 1837–38 "to establish upon a firm basis a college for the future state of Iowa." Ten years afterward, in 1848, Iowa college was opened at Davenport, and in the period of ten years that followed it had an aggregate of more than 1,000 students. At the end of the first decade the college was removed to Grinnell. Instruction was begun at Grinnell under the auspices of the college trustees, in 1859, and the first freshmen class was enrolled in 1861. During the civil war, which was then upon the country, class after class was decimated by enlistments, till in 1864 but two male students were left in the institution. The return of peace was marked by the return of students, new and old. "In 1871 the main building was consumed by fire, and in 1882 all the buildings and contents were destroyed by a tornado, the most complete college destruction ever known." But not a single recitation was interrupted, and not a single student left any of the college classes, and eighteen months afterward everything was rebuilt better than before, with an additional building. Surely such energy and fidelity deserved the success which followed. The college now has a fine scientific and literary equipment, a splendid property and a strong faculty. It wisely limits work almost wholly to the regular college and academy courses. A high standard is maintained, with strong courses of study loyally required.

2. TABOR COLLEGE.

Heroism and self-sacrifice characterize the early friends of nearly all Iowa's colleges. But the founders of Tabor college seem to have excelled all others. They hated intemperance and slavery, but they loved Christian learning and Christian giving. The founders of Tabor college had received much inspiration from the work of Oberlin college. Tabor literary institute was opened in 1857, and was developed into Tabor college in 1866. During this decade the town of Tabor was a kind of storm center for ultra politicians and fanatical friends of education. The people deeply sympathized with their neighbors in "bleeding Kansas." John Brown and his friends frequently made their home there. As might have been expected, during the civil war every student who was able for duty went to the front. Since the war the college has had a steady and useful growth. Its annual enrollment for thirteen years averaged 213 students. It has five buildings with fair equipment. In recent years the faculty has been strengthened, the endowment increased and regular college work emphasized.

EPISCOPALIAN.

GRISWOLD COLLEGE.

Griswold college, located in Davenport, was founded in 1859 when the Iowa college property was purchased. It consists of four departments, occupying four excellent buildings; the school for boys, the school for girls, the collegiate department and the theological department. It is designed to be the one church college for the territory between the Mississippi river and the Rocky mountains. It has a valuable property in real estate and endowment. The boys' school is a fitting school for college, with military drill and industrial instruction added. The college has the usual four years in arts, and is provided with a good library and valuable natural history collections.

FRIENDS..

1. PENN COLLEGE.

Penn college, at Oskaloosa, was incorporated in 1873, under the auspices of the society of Friends. The college has taken good rank from the first. It has been fortunate in its faculty and students, and as a result its alumni, though young, are taking good rank. Five academies in Iowa and several in other states are directly tributary to this college. The Friends regard Penn as their special educational institution for the northwest.

2. WHITTIER COLLEGE.

Whittier college, at Salem, was founded in 1867. In 1871 it graduated a class of nine from a partial course. Five years later it reported 200 students and five instructors. In 1885 a fire "reduced to ashes all that could burn." It was revived with difficulty in 1887, and is maintained by sacrifice. Its future as a college seems to depend on the possibility of still greater sacrifice by its local friends.

LUTHERAN.

LUTHER COLLEGE.

Luther college was founded in 1861, by the Norwegian Lutheran synod. It was temporarily located at Halfway Creek, Wis. In 1862 it was removed to Decorah, Iowa, where large and attractive buildings were erected. The main building, 52x170, was destroyed by fire in 1889, but a new building, equally imposing, was erected within a year on the same foundation. The type of the college is literary rather than scientific. The students are given a fair knowledge and appreciation of the chief languages and literatures of ancient and modern times. A cautious and conservative policy seems to characterize the entire institution. It has a faculty of ten professors and teachers and a body of 200 students.

METHODIST.

1. CORNELL COLLEGE.

Iowa conference seminary, located at Mount Vernon, was organized in 1853, and was a growing school till 1857, when a college charter was secured and the name changed to that of Cornell college. The annual enrollment had increased to 325 at the opening of the war, but under a strong patriotic feeling, college enrollments gave place to those of the army, until every able-bodied student of legal age had disappeared. Of these student soldiers ten were made lieutenants, six adjutants and ten captains. From the close of the war to the present the college has had a rich endowment of students. Women have been admitted on the same terms as men, both as students and teachers from the first. Indeed, this is believed to be the first college in the country that elected a woman to a professorship with the same rank and salary as a man. Great care has always been exercised in the selection of the faculty, and they are retained as long as possible, and as a result the policy and work of the college have been continuous and effective. For the last twenty years the male students have had the benefit of military drill under a government officer. The institution has always emphasized the specific college type and collegiate work as the unrivaled means of producing capable and cultivated men and women. The college has five buildings, excellent literary and scientific appliances, a strong harmonious faculty, and high standards of work.

2. IOWA WESLEYAN UNIVERSITY.

This institution at Mount Pleasant was incorporated in 1855, but was the lineal descendant of the Mount Pleasant collegiate institute, which had been organized eleven years before. The institution has had many strong men in its faculty and at its head, and it has made an honorable and useful record. It has several different departments, including pharmacy, and four courses in engineering, besides the musical, normal, preparatory and collegiate work. A German college is closely connected with the institution, though distinct in government. Several new buildings have been added in recent years, giving enlarged accommodations for various lines of work, including excellent chemical and engineering laboratories. The past high and useful career of the college foreshadows an increasingly successful future.

3. MORNINGSIDE COLLEGE.

About eight years ago a college was started with great enthusiasm in a suburb of Sioux City. The movement was greatly stimulated by the aspirations and prospects of the city. As a result the University of the Northwest was founded at Morningside, with a property valued at $450,000. But this aspiring enterprise was destined to early failure from unfortunate management and the subsidence of real estate speculation. In 1894 an entirely new institution was chartered under the name of Morningside college, having secured the campus and building of the former institution, represented at the time to be worth about $25,000. The new institution has a type and administration entirely different from its predecessor. The work of instruction which had been started under the old organization has been continued and greatly improved under the new. The teachers are earnest and efficient, and the student body increasing and hopeful. The college has many friends, and their energy and self sacrifice deserve larger and more permanent success.

4. SIMPSON COLLEGE.

In 1861 the Des Moines conference seminary was organized in Indianola. The success of the seminary seemed to justify the enlargement of the institution into a college, which was done in 1867 under the name of Simpson centenary college. The word centenary was dropped from the name several years later. At different periods in its history the advancement and permanence of the college have been jeopardized by a divided sentiment in the patronizing territory as to what should be its settled location. The Methodists at Sidney, at Glenwood and at Des Moines all had college aspirations. These agitations, together with changes in the administration and renewed efforts for removal to Des Moines, seriously embarrassed the college. In the last few years these agitations have subsided with an increasingly settled conviction that the college at Indianola is permanent. The result of this has been renewed confidence and increased prosperity of the institution. New buildings and endowments have been added and the enrollment of students increased. The college has done much good work, has many friends and deserves an uninterrupted and useful future.

5. UPPER IOWA UNIVERSITY.

A seminary was chartered and opened at Fayette in 1857, and the name was changed to Upper Iowa university in 1858, with corresponding change in the charter in 1860. The institution owes its origin to the enterprise and liberality of two of Iowa's most public-spirited men. Its growth and usefulness for the last forty years has abundantly rewarded their faith and self-sacrifice. An *earnest* and *laborious* faculty has been inspired to its work by an increasingly large and appreciative body of students. With its five buildings, well provided with appliances for education, its good record, its loyal alumni and its many friends, increasing prosperity and usefulness is anticipated.

PRESBYTERIAN.

1. COE COLLEGE.

About 1851 the Cedar Rapids collegiate institute was organized, and developed into a college organization in 1881, and received the name of Coe college in honor of its most liberal benefactor, Mr. Daniel Coe, of the state of New York. The donation of Mr. Coe has been supplemented by other friends, thereby giving the college a fine property in buildings, endowments and equipments. Suitable collegiate and preparatory courses have been organized, and the work of instruction has been successfully carried on by a competent faculty.

2. LENOX COLLEGE.

Lenox college, at Hopkinton, is the oldest Presbyterian college in Iowa. It was chartered as Bowen collegiate institute in 1856, and the name was changed to Lenox collegiate institute in 1864. The need for such an institution was shown by more than 100 students entering the first year.

Lenox sent ninety-two students into the war.

In 1864, the president, Rev. J. M. McKean, entered the army at the head of a company in which all but four of his college students enlisted. He and forty-six of his students gave their precious lives to their country.

Lenox did not claim collegiate rank till after 1873, when the curriculum was revised and extended. The college has been especially fortunate in securing strong men for the faculty, many of whom have, from time to time, been drawn to higher and stronger institutions.

3. PARSONS COLLEGE.

Lewis B. Parsons, of Massachusetts, died in 1855, leaving a portion of his estate for the foundation of a Presbyterian college in Iowa. His sons, after canvassing the question of location long and carefully, finally selected Fairfield, where the college was organized in 1875.

Parsons college has had a rapid and vigorous growth. Year by year it has added to its resources and extended its facilities. It emphasizes regular college work in both classical and scientific departments. Its good work justifies greater growth and prosperity.

UNITED BRETHREN.

WESTERN COLLEGE.

This college was located by the church of the United Brethren at the town of Western in 1856, and was designed as the one college of that denomination in the northwest. It was founded as a manual labor school, with a farm attached, but this feature did not continue many years. On account of the inaccessible and rural character of the location, and the proximity of competing institutions, the college was removed to Toledo in 1881, where a new and beautiful building was ready for occupancy. This building, with all its contents, except the library, was consumed by fire in 1889, but was immediately rebuilt. A liberal number of courses of study is offered in order to adapt the work to different classes of students. The enrollment last year shows fifty-two college students and 235 in all courses.

UNDENOMINATIONAL

AMITY COLLEGE.

The original idea which led to the founding of this college was that of "A college of Christian reformers," which should purchase a tract of government land for families, on a plan that would insure a permanent fund for an institution of learning, where manual labor should be encouraged and all reformatory principles inculcated. After several committees were sent out in 1853 and 1854 to search for the best locality, they finally settled at College Springs, where this school was incorporated under the name of "Amity college" in 1855. The school, which for many years was only an academy, was organized on a college basis in 1872. The various early efforts to develop college life and spirit resulted in a failure. But after a time, under the leadership of some good men from other colleges, quite an educational change was wrought. The college is now aspiring to good work and permanent usefulness.

In addition to these very brief historical sketches of the individual colleges, I have prepared a table as a part of this paper, giving statistics of seventeen of our leading colleges. The list of colleges which I have selected for this table is the same one that was given in one of the reports of a committee of the state teachers' association, with the Iowa state agricultural college added. And the names are given in the same order as presented by that committee.

The following is the list of colleges which answered my questions: State university, Cornell, Iowa, Parsons, Penn, Simpson, Des Moines, Tabor, Drake, Luther, Western, Central, Upper Iowa, Iowa Wesleyan, Amity, Oskaloosa and Iowa state agricultural.

Each of these colleges has answered 21 questions, which answers I have carefully tabulated as follows:

NAME OF INSTITUTION.	Date of charter or opening.	NAME OF PRESIDENT.	Number of former presidents.	Present No professors, collegiate department	Same, in preparatory department.	Total of same, including other non-professional departments.	Preparatory students—1895-96	Collegiate students—1895 96.	Total No. of students, including those in other non-professional courses.	Total No. of graduates from collegiate course.	Whole No. of students from the first—approximate.
State University..	1855	C. A. Schaeffer.....	8	42	...	42	....	572	572	986	......
Cornell...........	1857	W. F. King........	2	17	5	32	190	280	569	659	8,500
Iowa...	1848	G. A. Gates.	1	19	7	32	199	209	476	650	4,500
Parsons...........	1875	Daniel Jenkins....	4	7	....	10	58	92	178	210	1 500
Penn.......	1873	A. Rosenberger ..	3	7	2	13	74	95	251	164	2,500
Simpson.....	1867	Fletcher Brown....	5	8	6	17	† 246	66	480	214	3,781
Des Moines........	1865	H L. Stetson......	5	9	3	12	74	76	173	85	2,000
Tabor............	1866	R C. Hughes.......	1	8	4	12	114	68	182	151	3,500
Drake	1881	B. O. Aylesworth..	1	9	4	13	274	116	429	200	7,000
Luther	1861	Laur Larsen......	...	5	5	11	120	67	200	292	1,844
(Coe *)											
Western...........	1856	Lewis Bookwalter.	9	5	2	7	†103	52	235	198	4,000
Central..	1853	A. B. Chaffee.......	7	11	2	14	42	27	158	172	5,000
Upper Iowa.	1857	J. W. Bissell........	5	10	12	22	†156	143	412	321	8,500
Iowa Wesleyan...	1843	C. L. Stafford.....	8	10	1	16	83	89	340	526	.....
(Lenox.*)											
Amity.......	1855	J. M. Littlejohn....	8	7	....	12	86	37	245	‡16	..
Oslaloosa	1857	J. M. Atwater	7	6	4	13	33	26	160	118	6,000
Iowa State........	1868	W. M. Beardshear.	4	40	....	42	23	570	593	843	7,500
Totals.......	..	....	78	220	57	320	1,875	2,585	5,653	5,805	66,125

*No report received.
†Includes students in both preparatory and normal departments.
‡Year 1895–96.

Years in collegiate courses.	Years in preparatory courses above common branches.	Number of bound volumes in library.	Value of scientific apparatus and library.	Value of grounds and buildings.	Amount of permanent, productive funds.	Income from tuition fees.	Income from permanent funds.	Total income from both.	Total money value of all funds and property.
4	....	40,000	$ 250,000	$ 400,000	$ 230,000	$ 57,620	$ 81,734	$ 139,354	$ 880,000
4	3	14,055	18,538	200,000	100,000	21,375	4,137	25,512	318,538
4	3	21,200	25,000	175.000	300,000	20,000	22,000	42.000	500,000
4	3	4,000	10,000	100,000	150,000	3,500	9,000	12,500	260,000
4	3	4,500	8,000	75,000	30,000	5,966	1,200	7,166	113,000
4	3	3,100	6,500	100,000	64,239	8.392	3,888	12 280	170,739
4	3	3,500	4,000	40,000	55,000	2,112	3.338	5,450	99,000
4	3	8.000	20,000	40,000	80,000	5,200	5,600	10,800	140,000
4	3	5,000	23,000	145,000	159,830	30,000	10,000	40,000	327,830
4	3	7,755	10,000	80,000	8,526	1,878	475	2,353	98,526
4	3	3,000	2,500	68,000	....	5,600	....	5,600	70.500
4	3	4,000	3,000	27,000	23,000	2,500	1,800	4,300	53,000
4	3	5,250	15,000	80,000	43,000	8,500	1,850	10,350	138,000
4	3	....	....	100,000	72,000	....	....	....	172,000
4	3	2,500	5,000	45.000	33,000	3,400	2,600	6.000	83,000
4	3	4,000	5,000	30,000	25,000	2,500	1,500	4,000	60,000
4	2 and 3	13,000	125,000	425,000	681,033	....	80,000	80,000	1,231,033
.... .	....	142,860	$ 530,538	$ 2,130,000	$ 2,054.628	$ 178,543	$ 229,122	$ 407,665	$ 4,715,166

Question No. 1. Date of charter or opening.

I am surprised to find that the year 1861 is the average date of founding all these colleges, which makes the average age of each just 36 years.

Question No. 3. The whole number of former presidents is 78, adding the present incumbents makes 95, an average of a little more than 5½ presidents to the college, or an average of less than 7 years to each president.

Question No. 4. The present number of regular professors in the collegiate departments being 220, gives an average of nearly 13 to each col lege, which is a pretty good showing

Question No. 10. The 5,805 alumni gives 341½ to each college. It is impossible to estimate the vast good to human society accruing from the education of these 5,805 college alumni. If our colleges were all blotted out of existence to-day we would have been more than paid for their building.

Question No. 11. But the value of these institutions is still more intensified, when we see in the answers to question eleven, that there have been over 60,000 students, more or less, educated in these colleges, who did not attain graduation.

Who, then, can measure the real value of these three kinds of assets, represented by these 17 colleges—assets financial, assets intellectual, and assets moral. Character, the highest and best treasure, cannot be adequately tabulated in earthly records, but must finally be recorded and measured in Heaven.

The data from the other colleges of our state, not included in this table, had we been able to secure it, would have been equally valuable and instructive.

I cannot better express the value of our colleges, and incidentally the cordial harmony of the different branches of our educational system, than to close this paper by quoting, and thereby reaffirming two resolutions unanimously adopted, a few years ago, by our state teachers' association, which represents all departments of education in the state:

Resolved, That the noble purpose which planted denominational colleges in this country, the heroic self-denials that have continued and improved them, and their grand influence in the promotion of the intelligence and virtue of the American people, command our confidence, our gratitude, and our heartiest good will.

Resolved, That the munificence of the federal and state governments, in the creation and support of state universities, has been timely and wise; that the growth and influence of these institutions have been most gratifying, and that we welcome them as the crown and glory of our public school system.

CONCLUSION.

If I have made but few recommendations in this report, it is because I fully believe that at this present time any radical changes would work injury rather than benefit to the schools. To strengthen the things which remain, to build up what we have already commenced, is the most pressing duty of the hour.

With the close of the present year my official connection with the school system of Iowa will end. I can truthfully say that I lay down the burdens and cares of this office without a single regret. I shall welcome gladly the morning when I can hand my keys over to my successor and bid him "God speed."

For more than a quarter of a century I have been a part of the school system of Iowa. For eight years I have been in this office, a longer term of service than has been accorded any of my predecessors.

If I have not accomplished all that I hoped to, or all that others expected of me, I cannot be blamed, provided I have done my best. If I have been slothful and indolent, if I have permitted trusts and combines to prey upon the public, if I have not thrown my heart and soul into this great work, if I have been faithless in any degree to the trusts reposed in me by a generous people, then I deserve execrations here, and oblivion hereafter. But if I have striven with all my strength, if I have given myself unreservedly to the cause of popular education, if I have counted no labor too severe, no exertion too great, if thereby I could place the educational standard upon a higher plane, then it is not presumption in me to cherish the hope that my name may not be forgotten when the educational history of Iowa is written.

I tender to my successor, Hon. R. C. Barrett, of Osage, my best wishes, and ask for him the hearty co-operation of the teachers of the state.

I commend to you, gentlemen of the legislature, these words of an eminent writer, when the school law of Iowa was first under consideration. They are true now as they were then:

"Here for the first time comes a great state, situated in the center of a mighty union, possessing exhaustless resources of agricultural and mineral wealth, binding together its various parts by a net-work of iron, and demands a system of public instruction adequate to the full development of its great physical resources, and of the intellectual and moral power of its people." Respectfully submitted,

HENRY SABIN.

APPENDIX.

EXTRACTS FROM REPORT OF COMMITTEE ON RURAL SCHOOLS.

APPENDIX.

SUBCOMMITTEE ON SCHOOL MAINTENANCE.

B. A. HINSDALE, CHAIRMAN.

The subcommittee deems it advisable, now that the whole ground has been covered, to restate the fundamental propositions that have been urged in this report. These all start from the one central postulate that a provision of funds sufficient for their adequate support is essential to the existence and life of good schools. The three-fold division of the subject will be preserved in the summary.

I. REVENUE.

1. The great resource of the public school is, *and must continue to be*, some form or forms of public taxation.

2. Such areas or units of taxation should be created, or continued if already in existence, as will fully develop the sound American principle that the whole wealth of the state shall be made available for educating all the youth of the state.

3. To accomplish this end, resort must be had to the larger units of taxation, especially where population is sparse and wealth meager. The following recommendations must be specifically urged: (1) a liberal provision of funds from the state treasury; (2) a county tax in at least all the county-system states; (3) a town or township tax in the states where this civil division exists; (4) taxes in special districts, that is, in cities and villages. The school district, in the commonly accepted sense of that term, is not a desirable taxing unit, but quite the contrary, and should be abolished as such unit.

II. DISTRIBUTION.

1. Funds raised by the large political or social units for general school purposes should be distributed in such a way as to bring the rich and the strong to the help of the poor and the weak.

2. Such rules of distribution should be adopted as will accomplish this end. In order to do this, distribution must be based, to a certain extent at least, upon fixed or arbitrary units; that is, so much money must be given to the school or to the teacher.

3. The large taxing units should render assistance to the small ones only upon the condition that the small ones first do something for themselves.

III. ORGANIZATION.

1. In the states where the town or mixed system of local government exists, the town- or township-school system should, as far as practicable,

be substituted for the district system; in the county-system states the county-school system is the natural alternative to the district system.

2. In those parts of the country where existing physical and social conditions render it practicable, there should be such a consolidation of rural schools as will diminish the existing number of schools, schoolhouses, and teachers, and bring together, at advantageous points, the pupils who are now divided and scattered among the isolated schools of the township or other similar districts.

3. There is urgent need of lengthening materially the time that the country schools, on the average, are in session each year. The ideal should be a minimum school year in every state of at least 160 or 180 days.

SUBCOMMITTEE ON SUPERVISION.

LAWTON B. EVANS, CHAIRMAN.

1. As to the character of the supervisor who is brought in contact with the rural school-teacher in the discharge of his official duties:

(1) He should be selected with special regard to his peculiar fitness for that office. Whether his office is elective or appointive, his qualifications, in order that he may be eligible, should be such as to enable him to challenge the respect of those whose work he is required to supervise.

(2) In regard to his scholarship, it should breathe that essential spirit of learning necessary to making good, strong schools. The position of supervisor should be made professional with a view of meeting the demand for the best education which the rural school can possibly afford. This requires a scholarship which is above that of the ordinary man. The tendency to put persons in the supervisory position who have no mental attainments worthy of mention is earnestly deprecated.

(3) In regard to moral character, the supervisor should be a living, inspiring example of such a life as alone is worthy the Christian civilization of our times. He should carry with him a spirit of sincerity in his work, so that people, teachers and pupils may look to him with hearty respect, and with entire confidence in the integrity of his purposes.

(4) In regard to his professional spirit, he should be in touch with the best educational thought of the times, carrying with him to the country school-teacher, and to the people of a rural community, the freshness and life which come from reading and studying whatever bears upon the questions he is called upon to aid in solving. He should be a leader, endowed by nature with strong native sense, and at the same time able to impart enthusiasm and energy to all with whom he comes in contact.

2. As to the purposes of rural school supervision:

(1) It should serve to inspire and stimulate the rural school-teacher. If the supervisor is alive to his opportunities, every teacher within the sphere of his influence will be quickened and lifted up to higher efforts for the good of the school. The teachers should learn to look upon him as a friend, and not as a critic; as a wise counsellor, and not as a mere fault-finder.

(2) It should be the means of awakening and stimulating the pupils as well as the teacher. They should look for the visits of the supervisor with pleasure, and profit by his talks and advice. By instituting a system of central examinations for the rural schools, he may quicken and encourage

the brighter pupils to obtain the best education within their means. The influence of a scholarly supervisor over the pupils is a very desirable thing in the rural school.

(3) The improved condition of the rural schoolhouse is a sure index of the work of a competent supervisor. The present lamentable condition of these buildings is due largely to ignorance and neglect. Competent supervision in skillful hands can work a marvelous change. The cultivation of a spirit of order and neatness which leads to the ornamentation of the school grounds and to a watchful care over all the environments of the schoolhouse, is one of the purposes of supervision.

(4) Supervision does not accomplish its legitimate purpose when it fails to cultivate a strong, healthy public opinion in favor of everything which tends to make a good school. Hence, the supervisor who contents himself with a perfunctory visit to the school only is not a supervisor in the broad sense of that word. A large share of the work of the supervisor is away from the school and among the people.

3. As to the results to be expected from intelligent supervision:

(1) In regard to the school, it unites teachers for a common purpose, and, by teachers' meetings and by the visitations of the supervisor, it breaks up the monotony and isolation of the country school. Under its influence better teachers find their way into the schools, better methods of instruction prevail, and the tone and spirit of the school are greatly improved.

(2) In regard to the community at large, supervision is just beginning to do its legitimate work. In the establishment of school libraries, in the relation of the supervisor to the directors, in an improved school architecture in which due regard is had to sanitary conditions, in the ornamentation and care of the school grounds, in school extension, in the introduction of studies which will add to the attractiveness and profit of life on the farm, in the consolidation of small districts into larger and stronger schools, in awakening a public interest in rural education, there is a field large enough to occupy the time and thought of the most progressive and most intelligent supervisor. It is here we are to look in the near future for the best results of supervision as concerns the rural schools of the country.

SUBCOMMITTEE ON SUPPLY OF TEACHERS.

C. C. ROUNDS, CHAIRMAN.

Your subcommittee on the supply of teachers for rural schools, in closing its report, would call attention to some of the main points in this discussion.

It appears that there are numerous agencies which may be made available for the improvement of rural school teachers already in the service. With these the only question is that of more perfect organization.

Although there is in general an increase in interest in educational questions, and an elevation of standards of teaching, yet the large majority of rural school teachers now enter upon their work with no professional preparation; the improvement in the character of rural schools, where there has been any improvement, has been slow; large sections of the country report no advance, some report a decline.

The causes for this condition, and the changes needed, are not far to seek:

1. The school year must be lengthened to a full school year of nine or ten months, in order that skilled teachers may be retained. This result can be secured, as it has been secured elsewhere, when its absolute necessity has been recognized. The state, among other conditions for payment from the school fund, may prescribe a full school year, which is done in England, as logically as six, or seven, or eight months, now done in some of our states, or it may secure this result, as it has been secured in Canada, by making the length of the school so prominent a condition in the distribution of the school fund as to insure the co-operation of the county and the town to this end.

2. The existing agencies for the supply of teachers for rural schools do not suffice. There must be modifications in these, and the provision of others.

3. There must be some definite standard for the certification of teachers, coming within reach of the teacher of the rural school, and encouraging advance to such higher degrees of attainment and skill as will give full professional recognition. And your committee believes that some provision should be made to secure inter-state recognition.

The question of finance does not lie within the province of this subcommittee, but it does not believe that the financial difficulty need prevent the necessary reform. When there is once full recognition by the state of its final responsibility for the education of every child within its borders, there will be possible such an adjustment of expenses between it and the lower educational units as will be burdensome to none and just to all.

Your subcommittee has sought to ascertain accurately what the rural school now is; in all its suggestions it has had in view the rural school as it ought to be. It believes that this nation can have such a system of schools for all its people as may challenge comparison with any other, and that it will have such a system when it clearly perceives the injustice and the peril of the present condition, and the way in which safety lies.

SUBCOMMITTEE ON INSTRUCTION AND DISCIPLINE.

W. T. HARRIS, CHAIRMAN.

REMEDIES FOR THE EVILS OF THE RURAL SCHOOL.

Your subcommittee would here point out that some of the evils of the rural school are due to its non-social character, its inability to furnish to each of its pupils that educative influence that comes from association with numbers of the same age and the same degree of advancement. The rural school furnishes only a few companions to the youth, and those either above him or below him in grade of progress in studies. The remedies for the evils of the ungraded school are suggested by this very feature or characteristic. Radical remedies in this case must all contain some device to bring together pupils of different districts and bring into wholesome competition with one another the pupils of the same grade of advancement.

Transportation to Central Schools—The collection of pupils into larger units than the district school furnishes mav be accomplished under favorable circumstances by transporting at state or local expense all the pupils of the small rural districts to a central graded school and abolishing the small ungraded school. This is the radical and effective measure which is to do great good in many sections of each state. As shown already by the subcommittee on the maintenance of schools, Massachusetts paid in 1894–95 the sum of $76,608 for the transportation of children from small rural schools to central graded schools—213 towns out of a total of 353 towns and cities using this plan to a greater or less extent, and securing the two-fold result of economy in money and the substitution of graded for ungraded schools. The spread of this plan to Maine, Vermont, New Hampshire, Connecticut, Rhode Island, New Jersey, Ohio, and some other states (see report of Bureau of Education for 1894–95, pp. 1469–82) demonstrates its practicability. Experiments with this plan have already suggested improvements, as in the Kingsville experiment in Ohio, where the transportation reached in all cases the homes of the pupils and yet reduced the cost of tuition from $22.75 to $12.25 a year for each of the fifty pupils brought to the central school from the outlying districts.

Special Appropriations for Small Rural Schools.—The device of securing skilled and professionally trained teachers by providing, as in California, a sufficient salary for each district, no matter how few its pupils (see *Appendix C*), has already been described by another subcommittee (that on maintenance). It is undoubtedly a wise measure, provided it does not hinder the consolidation of districts through the adoption of the Massachusetts plan. If it works to preserve the small ungraded school in places where consolidation is feasible it will in the end be an injury to the cause of rural schools. Your subcommittee, therefore, ventures to call attention to the importance of adopting such laws as are operative in California, New Jersey, Massachusetts, and New York, for the better remuneration of rural school-teachers, but with a proviso that makes it a pecuniary advantage to a town to abolish its outlying ungraded schools and furnish transportation to a central school.

Concentration of the Higher Grades of Pupils.—Where transportation of the whole school is not feasible it sometimes happens that the teaching may be very much improved by the transfer of two or three of the pupils of the higher grades who consume very much of the teacher's time. By transportation of these two or three pupils to the central school the teacher thus relieved may find time for much better instruction of the pupils in the lower grades who remain under his charge.

School Extension.—In this connection another branch of what is called "school extension" or "university extension" is practicable. Home reading can be managed from the same center, namely, the rural school. Everything that adds social importance to the rural teacher may be of service. It is evident that those pupils who have graduated from the public school and have entered upon the business of life may profitably carry on useful courses of reading in the various departments of literature and art, science, and history. The township or union township superintendent, in conjunction with the county superintendent or state superintendent, should set into operation, as far as possible, courses of home reading, employing the aid of the rural school teachers to carry this into effect. A record containing the names of the persons who have undertaken home reading, the names of the books completed, and the dates of such completion, will form an interesting record. This home reading, moreover, should have its social gatherings in which there are discussions of the contents of particular books that are read. For this purpose the township superintendent or the county superintendent may select specially well-fitted persons who shall present analyses of the books and discussions of their contents. It is desirable that the course of home reading shall not be one-sided, but shall move in each of the three directions: literature, including poetry and prose; science, looking towards the organic and inorganic kingdoms of nature, the plant, the animal, and the details of matter and force; and towards archæology, ethnology, and sociology, and politics, history, biography, and art. One must not be altogether dissatisfied if it is found that the novel is the chief book in demand, especially in the first five years of the home reading circle. In our day the novel discusses every question of history, politics, sociology, and natural science. The old fashioned novel which describes manners has its great use, too, in the fact that it gives to the people of whom we are speaking, the people of the rural districts, a ready knowledge of manners and customs of polite society. In this respect it is sometimes more useful than books of science and history.

CONCLUSIONS OF ENTIRE COMMITTEE MADE TO THE EDUCATIONAL COUNCIL.

HENRY SABIN, CHAIRMAN.

SUMMARY.

1. For purposes of organization, maintenance, or supervision, nothing should be recognized as the unit smaller than the township or the county; the school district is the most undesirable unit possible.

2. Every community should be required to raise a certain sum for the support of its schools as a prerequisite for receiving its share of public money. A certain definite sum should be appropriated to each school out of the state funds, and the remainder should be divided in accordance with some fixed and established rule, a discrimination being made in favor of townships most willing to tax themselves for school purposes.

3. One of the great hindrances to the improvement of the rural school lies in its isolation, and its inability to furnish to the pupil that stimulative influence which comes from contact with others of his own age and advancement. The committee, therefore, recommends collecting pupils from small schools into larger and paying from the public funds for their transportation, believing that in this way better teachers can be provided, more rational methods of instruction adopted, and at the same time the expense of the schools can be materially lessened.

4. There is a tendency to fill the rural schools with untrained, immature teachers. The establishment of normal training schools, under competent instructors, with short courses, each year of which shall be complete in itself, would do much to remedy this evil. The extension and adjustment of the courses and terms of the state normal schools so as to constitute a continuous session would enable them to contribute more directly than now to the improvement of the teachers of rural schools. The state would then be justified in demanding some degree of professional training from every teacher in the rural as well as in the city schools.

5. The establishment of libraries, the prosecution of the work of school extension by lectures and other means, the introduction of such studies as will have a tendency to connect the school and the home, especially those having a direct bearing upon the everyday life of the community, and the necessity of applying the laws of sanitation to the construction of rural schoolhouses, demand immediate attention.

6. The rural schools are suffering from the want of official and intelligent supervision. In every state some standard of qualifications, moral and intellectual, with some amount of actual experience, should be demanded by law from those who aspire to fill the office of superintendent or supervisor of schools.

7. Good morals and good manners constitute an essential part of an educational equipment. The inculcation of patriotism, of respect for law and order, of whatever tends to make a good citizen, is of as much importance in a small as in a larger school. Regularity, punctuality, obedience, industry, self-control, are as necessary in the country as in the city school. Country school teachers should call to their aid the beautiful things in nature, that with reverential spirit they may lead the children to reverence Him who hath made all things good in their season.

THE SCHOOL AND THE FARM.

F. W. PARKER.

Without attempting a course of study, I may be allowed to make some suggestions. In these suggestions I present only the common and common-sense things needed in farm work and farm life, and endeavor to show why they form the substantial basis of all study.

GEOGRAPHY, GEOLOGY, MINERALOGY.

The child's knowledge of geography may be made the basis of all his further study of that subject. He brings into school geographical images of the farm and the surrounding landscape. He is tolerably well acquainted with the topography of his district, and it may be, of the town. First, find out how much the pupils really know of these subjects. Get them to describe the farm or any part of it. How many fields are there? Where are the pastures? The woods? What are you raising in each field? How many cattle have you? Describe them. Tell about the sheep, the horses, the hens. Get pupils to sketch the farm on the blackboard, paper, or slate.

A pile of sand in the yard might be used for modeling the farm, showing hills and valleys, plains and brook basins. In winter rough boards with raised edges might be used for sand modeling. Later, chalk modeling should be used to indicate the relief of the land.

The beginning of political geography by the divisions of the farm into fields and pastures may be made. The lay of the land, the relative positions of these form good lessons in the points of the compass. Pupils would compare one farm with another, so that in time they could model and draw the whole district, including the roads.

If there is a stream in the neighborhood, it may be used as a study of the brook basin, the wearing of water—a good introduction for geology. The examination of the soil after rains, especially loosened soil, may be studied to show the effect of storms in erosion. The dip and formation of the surface, division into hills or plains, bottom lands, and bluffs, may be related to the working of the stream.

The study of mineralogy may begin with the study of soils, the kind of soils, and the forms of the grains. Specimens of gravel, sand, loam, vegetable mold, clay, and rock should be brought by pupils to school and studied. How is vegetable mold formed? What in the soil is useful for plant life? How does the soil change through vegetation and under cultivation, and also under the action of heat, water, frost? It is easily seen that all these are elementary studies in weathering—dynamical geology.

If there are rocks on the farm, they may be studied; the archaic rocks, the secondary rocks, the strata, and the dip of the rocks—all so many points of introduction to geology. Boys on the farm will know something of the mineral on different parts of the farm, in different fields. In general the bottom land is the richest, and the question might easily be asked, Why? In this relation uses of the different kinds of soil may be studied. Questions of why one crop will grow in one portion of the farm, and not in another, and why crops should change or rotate from year to year, should all be brought in.

Housekeeping, butter and cheese making, cooking, gardening and affairs pertaining to home economy should be taken into the school. Draw and describe your garden. Divide it into beds. Locate the flowers, the vegetables. Sketch your hens, the turkeys. How do you make bread?

METEOROLOGY.

Elementary studies in distribution of heat would come through the changes of the seasons. The shadow stick may be used, showing the changes in the sun's position relative to the earth. A sun dial on the schoolhouse should be made. The daily changes in the sunlight coming through the different windows may be measured through shadows on the wall. It is a very easy matter to get the daily weather reports and examine them. Every country school should have a thermometer, barometer, anemometer, and rain gauge, to measure the force of heat, the weight of the air, the velocity of the wind, and the depth of the rainfall. Pupils should make weather reports day by day and compare them with the printed weather reports. The elementary study of air and its composition should be made by its weight, direction, and velocity. The study of evaporation of water, followed by the forms of water in the air—fog, mist, and cloud, should be made. Pupils may be called upon to make daily prophesies of the weather, and give their reasons for the same. Every change of the atmosphere, shower, rain, hail, snow or wind may be taken advantage of for this purpose.

The uses of water may be discussed, especially the uses of water for vegetable life; the drainage of the land, especially on farms where the land has to be tiled, or where irrigation is necessary. Questions like these may be subjects of investigation. How far does the water go down into the earth? What stops it? The cause of a spring? A brook, creek, rivulet or river? The saturation of different kinds of soil and rock by water. Depth of the wells and changes in the water level. Into this discussion would come the question of floods and flood plains, and of silt brought down by the water, how and where deposited, that is to say, if there is a creek or a river on or near the farm.

These are some of the innumerable points in regard to meteorology that impinge on the child from all sides, and lead to higher and more difficult questions and investigations.

PLANT LIFE.

I should place first in this study the crops upon the farm; the study of the corn; its history; its nature; different kinds of corn; the uses of corn. The same may be said of wheat, oats, rye, and barley. How land should be fertilized for different crops. Study of the food of plants, nutrition, etc. The grasses may be studied; different kinds of grasses brought into the schoolroom.

In the spring germination of seeds may be especially noted. Seeds should be planted in boxes in the schoolroom. It would be an excellent plan to have a half-acre garden near the school, in which the experiments could be performed, and in which the farmers of the district would take a deep interest. The garden could be made of value, and should include everything that is raised on the farm. There should be a preliminary study of plants, especially flowers, in regard to function. Little or no attempt, at first, should be made to close analysis, or to classification. The guide in the elementary study of all subjects should be function.

Forests; different kinds of trees on the farm; leaves, and bark of the trees; deciduous and nondeciduous trees; the uses of wood for heat, shelter, and household furniture.

ZOOLOGY.

The study of domestic animals and their functions; cows, and different kinds of cows; milk, and how milk is changed to butter and cheese. The history, for instance, of butter and cheese-making, from the old-fashioned churn to the creamery. Study of horses, and sheep; use of wools; meat of different animals. Study of wild animals, birds. Get each pupil to make a list of all the birds he sees upon the farm during the year; when they come, how long they stay, when they depart. This would bring observations in regard to migration. Name the birds staying upon the farm all summer. Where do they build their nests? How do they raise their young? What do they eat? What birds are injurious to the farm? What birds are useful? The pupils could learn many a profitable lesson; would find that most of the old ideas about birds are totally wrong; that many, if not all, of the birds that have been counted mischievous are really helpful; that birds are needed on the farm to kill destructive insects; that the little damage which crows, for instance, bring about is comparatively nothing to the good they do; that the birds are really "nature's militia" to destroy the enemies that menace the life of vegetable, plant, and tree.

Another study is that of destructive insects; the wood-borers, the canker-worms, the weevil; a very practical study. Then there are the bees, wasps, butterflies, and their uses in efflorescence. The wonders of honey-making. The earthworms and the effect they have upon the soil. The boy will be sure not to leave out the woodchuck, the fox, the coon, or the muskrat. He may even learn that the unpleasant little skunk has a use and a place in the world.

PHYSICS AND CHEMISTRY.

Wherever forces are seen, felt, or handled, an inquiry into the nature of such forces is the study of physics. Meteorology is one of the great departments of physics. Distribution of sunshine, the working and nature of heat, the force and wearing of water, measurements of air, of the wind, are all close to the child, who needs only good teaching to lead him to close and closer investigation.

Practical uses of force suggest many problems: force of running water; running mills; force of wind in turning windmills; the economical application of force in farm machinery from the apple-parer to the reaper; the mystery of the lever revealed by wedge and crowbar; the turning of the grindstone; and the use of the jackscrew in raising buildings.

Chemical changes are taking place in earth, air, and water, and are continually applied in the household affairs. The teacher has an excellent opportunity to call attention to the chemistry of cooking; to yeast; to milk in its transmutation to butter and cheese; the making of lye and soap; the oxidation of metals. The composition and nature of different soils are a fruitful study; the effect of sunlight upon foliage in the production of leaf green; the transpiration of water through vegetable tissues, bearing nutrition from cell to cell. The burning of wood and its change into ashes.

MATHEMATICS.

There can be no work properly done upon the farm without measuring. Most of this measuring is done by what is called "rule of thumb," or so-called practical judgment. The farmer estimates weight of cattle, hogs, or sheep by sight. He can tell how much cord wood or timber a certain area of forest will produce. In fact, measuring in everything he does is absolutely essential. There is no better way for the teacher to study the processes of measuring, or arithmetic, than to inquire into everyday demands of farm work, and no better way to teach arithmetic than to bring the measuring necessary for farm work into the schoolroom. The elementary work, and the work that ought to be continued throughout the course, should be largely estimation with eye and hand, of length, of distance, area, volume, bulk, force, and weight; the estimates to be verified by actual measurements. That which a farmer is called upon at every turn to do should be begun with the children. And here the parent can supplement the teacher at every step.

When developing the mode of judgment, the pupil should be trained to use the chain in measuring areas, the yard stick in measuring cord wood, forceps in lumber, dry measure for grain, scales for weights, liquid measure for milk, vinegar, or molasses.

The outcome of all raising of crops is commercial value. There should be a system of farm bookkeeping, in which writing and arithmetic play a prominent part. Children could be easily trained to keep books for their parents, and the work of the farm be made to present all the problems and conditions for a complete mastery of all essentials in arithmetic.

READING AND LITERATURE.

The suggestions already given are for the elementary study of subjects. Interest in all these subjects will lead directly to a great desire to know more of the observations and investigations of others. Here reading and the study of text-books have their great place. The first steps in reading may be short stories of the farm, of the crops, of the animal and plant life, written in simple sentences upon the blackboard. The reading lessons should be closely related, and from beginning to end bear directly upon the subjects the child studies.

The process of learning to read is a very simple one if the free, spontaneous action of the mind is not obstructed by abnormal methods. When the proper stage of development, which manifests itself in an intense desire to gain knowledge through the printed page is reached, the child will learn to read as easily as he has already learned to hear language. All reading should come close to the child, should enter into his personal experience; should be about something he feels the need of knowing—facts about his pets, about things he loves to do—words that re-image familiar scenes. This would make reading and the selection of good literature a habit for life.

WRITING, GRAMMAR, SPELLING.

Writing is one of the modes of thought expression. The fundamental necessity is *to have something to express*, some image to control and steady the hand, some earnest desire to communicate with others by means of writing. Skill in writing takes care of itself if the teacher writes rapidly and well. Technical skill is nine-tenths imitation. The main thing is the impulse which the teacher discerns, seizes upon, guides and controls. The farm is rich with interesting subjects, rich for the novice of 6, or the pupil of 16. Descriptions of animals, plants, forests, fields, pastures, hills, valleys, soils, the germination of seeds, the gardening, the shower, the clouds, the rainstorm, hailstorm, snowstorm, the cyclone, the raising of crops, the cutting and curing of hay, the harvest, the market—these are among the innumerable subjects that may be made of intense interest to the children of the country. The little ones may write a word, a line, or a paragraph; the older ones, pages.

MANUAL TRAINING, ART.

One central and invaluable thing gained on the farm is the necessity for and habit of work. All work on the farm should be honored in the schoolroom by expanding and concentrating it. The school should send back the children to the farm filled with the dignity of labor.

The work of the farm, in a broad sense, is manual training, but most farm boys get a coarse way of doing manual training. They do not learn to use their hands expertly as they should. On all farms there should be workshops for the mending of tools, construction of materials and apparatus for farm work, and in the country school there should also be a small manual training department in which pupils may be trained to use their hands skillfully in making things needed for the farm and the home.

Apparatus for experiment could be made with a small outfit, a bench, a few tools, lumber and metals. Much of the lumber could be brought by the pupils from the farm. They could cut the wood. If it needed sawing, it could be sawed at the mill. Wood manual training is one of the best ways to learn the uses of woods. There should be a small forge, and some work in iron and other metals as well. Every boy and girl should have a work bench at home and wood-carving materials, to develop the instinctive habit of whittling into something useful and ornamental. Long winter evenings could be profitably utilized in manual training and the exercise of the arts.

The objects of art are countless, the modeling, painting and drawing of land surfaces in geography, and illustrations in geology and mineralogy. Landscape and plant life furnish a great number of subjects for painting. Children have a perfect passion for drawing, until it is crushed by over-attempts at accuracy, or by the drawing of flat copies. With a good blackboard, which is the best piece of educational apparatus ever invented for school or home, children could show the different kinds of crops; draw cornstalks, grasses, flowers and trees. Of course, these drawings would be crude, but at the same time they would be satisfactory to the child, and justly, for they would correspond with his images; the drawing, in turn, would stimulate observation, and the result would be clearer insight. Exact drawing could be introduced in measuring or arithmetic, and in making projection drawings or manual training. Experience has shown that children take great delight in such work, and that it is in the highest degree educative.

INDUSTRIES AND COMMERCE.

The study of the commercial side of farm products should have its place in the school. The cost, the selection, the use of crops, and their value in selling. Here arithmetic and bookkeeping would come in. Transportation of crops would have its place, the team, the railroads. Where farm products are consumed. The subject of farm tools, instruments of work, may be studied. How crops are prepared for the market; the question of mills; the preservation of foods; barns; winter protection of cattle; ensilage. Transportation, beasts of burden, wagons, railroads, steamboats, in our own and foreign countries. The beginning of history, how others live and have lived, is involved in this idea of commerce.

HISTORY.

The elements of history are everywhere present on the farm. The history of farming tools, from the sickle to the reaper; from the crude plow of the poet to the steam plow of to-day; from the hoe to the cultivator. The history of butter-making, from the old fashioned churn to the model creamery. The story of the mill; the history of the potato; of maize, of the tomato. How beets are now competing with sugar cane. If there is an experimental station in the neighborhood, it should be used as an auxiliary to the school, where the history and present status of agriculture may be studied.

Most towns in the eastern states, and some in the west, have interesting local histories. There are generally stories of the Indians, of settlements, of colonization, of noted men and women, of the part taken by the citizens in the civil war. A strong love for history can be induced and fostered by beginning this study close to the home.

The breakfast and dinner table furnish excellent starting points in the study of history. How much does the farm in itself furnish of the food of the family? What is obtained outside, and where is it obtained? History of the making of cloth, the story of the spinning wheel and the spinning jenny; the hand loom and the power loom. The study of the inventions used on the farm will lead directly to the biographies of their inventors and the relation of machinery to human progress. The history of roads and road making, back to the time of the Romans. There should be lessons in every school upon the necessity and practicability of good roads, and the best methods and material for making them.

CONCLUSION.

The tremendous advantage of a rational course of work in country schools is that it would make a strong, binding union of the home and the school, the farm methods and the school methods. It would bring the farm into the school, and project the school into the farm. It would give parent and teacher one motive, in the carrying out of which both could heartily join The parent would appreciate and judge fairly the work of the school, the teacher would honor, dignify, and elevate the work of the farm. Farmer and housewife would be ready to discuss the methods of the farm and housekeeping in the school. Children, parents, and teachers could meet at stated periods and hold discussions in the direction of their highest interests.

The farmers would become deeply interested in having libraries in the schools, carefully selected. Long winter evenings could be spent around the fireside in mutual study; parents helping children, and the children, in turn, arousing and stimulating parents.

Country life too often fails in the proper social conditions. It tends to isolation. A common purpose of education would obviate this. The farmer would often invite the school to visit his farm, and to study it. Pleasant and profitable social meetings would be the order of the day. The teacher, with clear ideas of what education ought to be, would bring the people of a district together to discuss the welfare of their children. Exhibits of pupils' work, of manual training and the arts would naturally follow and greatly increase the interest.

No method, no system of schools, no enrichment of courses of study, not even the most successful of teachers, can ever take the place in fundamental education of the farm and the workshop. No matter how good the city schools may be, or may be made; no matter how good the state of society may be, the vital reinforcements of city life that lead to progress and prosperity, so far as we can see, must always come from the sturdy stock of the farm. This fact, upon which most educators agree, puts upon the country school an immense responsibility. It is no small office to train the men and women who are to lead and guide the future of the republic.

The country schools have every advantage, so far as material means are concerned; their environment is rich in organic and inorganic forms; but in one thing they are lacking — the teacher who can utilize that which offers itself in such abundance. This is a want which every thoughtful person deplores, a want that will be met when the farmers themselves realize what a powerful influence for good their schools may be made.

When skill, expertness, and insight control the methods of country schools; when excellent teachers remain in the same schools year after year, the already powerful influence of country life upon the destinies of the nation will be mightily enhanced.

A large majority of boys and girls upon the farm entertain mistaken notions of life in cities, and early form a desire to enter into the seemingly greater advantages to be found in such centers. This leads to the congestion of cities, and disturbs the social balance. School education alone can cope with this disease of the body politic, and this by fostering an interest in farm life and farm work.

Boys must be led to see something more in farm life than patient, continuous work of planting, sowing, care-taking, and reaping. Many a young man leaves the farm to become a mere counter-jumper in the city, who, if he had the right education, would make himself an influential and successful farmer.

My plea, then, is that the country school should make farm labor and all labor honorable; should dignify it; should show that the environment of the country furnishes inexhaustible resources for intellectual life; should see to it that the æsthetic side of child nature be assiduously cultivated; that the child bring a loving heart to nature, have an appreciative eye for beautiful things; that he be led to see the possibilities in the landscape of the farm—the necessity of making excellent roads, well lined with shade trees; that the so-called practical things of life, hard and severe labor, should have their highest outcome in the cultivation of the love of the beautiful in life—that love which leads the soul to profound reverence for all things of earth, because they are loving gifts of an infinite God.

ENRICHMENT OF RURAL SCHOOL COURSES.

T. C. CHAMBERLIN, CHAIRMAN.

At the Chicago meeting of the committee on rural schools a subcommittee was appointed to report, in the form of an appendix, a scheme for the enrichment and vitalization of the work of the rural schools by means of subjects drawn from rural life and surroundings. We do not deem it our province to discuss the theory of the rural school program, much less the broader problems of the country school. It may, however, conduce to a better appreciation of what we suggest if we frankly state at the outset the assumptions on which we have proceeded.

We take it for granted that the work of every school, rural or otherwise, should embrace subjects drawn from its environment and from the life of its pupils. We assume that it should do this—

Because children should be taught to gather culture, knowledge, and inspiration from everything with which they come in contact;

Because children should acquire the habit of bringing to bear their knowledge and their mental powers upon every subject of thought that falls within their experience;

Because the study of the environment is especially effective in discipline and inspiration, since it is tangible, vivid, and impressive, and awakens strong and clear concepts and produces deep and lasting educational effects;

Because mental acquisitions thus associated with the environment will be constantly revived by recurrent contact with it, and will thus be refreshed and kept alive and effective;

Because the basis for a successful study of the unseen and the intangible is best laid in clear and strong impressions of things seen and realized;

Because the school work is thereby made directly serviceable to the work of life, the value of immediate and practical utility being added to the superior disciplinary and inspirational values;

Because it puts life and soul into the work;

Because it serves as a bond of sympathy between the out-of-school life and the in-school life;

Because, in time (perhaps not at once, while inherited prejudices last), it will become a bond of sympathy between the patrons of the school and the work of the school.

We assume that a rural school, to be a true *rural* school, must take tone and color from rural surroundings, and must contribute directly to the enrichment and inspiration of rural life. We believe that this will aid in giving meaning and attractiveness to life in the country.

We shall certainly be met with the criticism that the suggested work is impracticable, that the teachers cannot carry it out. This is far too true, but not wholly true. A success here and there will be a center of education, and from such beginnings, even though they may be small and scattered, the good work may grow. It must start somewhere and somehow, or must have many little starts in many places and in many forms. This little appendix does not hope to be anything but a passing contribution to an evolution that must be long and doubtless slow. The gravest difficulty lies in the defective education of our teachers. To remove this we would urge every normal school to give elaborate courses in the lines here suggested, and to recognize in other ways that the rural school furnishes a distinct problem that must be solved in its own way It may be that the establishment of rural normal schools is the mode of solution. We would urge agricultural colleges to give short courses on rural science for the special benefit of country teachers, and to educate the people, through their institutes and by other means, to appreciate and to require the adaptation of the rural schools to rural needs. We would urge upon the agricultural colleges the adaptation and publication of matter on rural science and rural economy suitable for educational uses.

I. STUDIES UPON THE SURROUNDING LANDSCAPE.

These should be found helpful (1) as a foundation for geography; (2) as a basis for imagining the aspects of other regions which must be studied through maps, descriptions, etc.; (3) as good material for oral and written descriptions, and hence as a basis for language work; (4) as a means for the culture of the sense of the beautiful, thus furnishing a rational basis for modeling, painting and drawing; (5) as a mode of teaching the significance of things usually regarded as meaningless; (6) as an unconscious introduction to geological processes, and (7) as an aid to understanding many matters of agricultural interest.

1. *Surface Features, their Nature, Origin and Meaning.*—Let there be a general study of the landscape of the neighborhood and a series of talks upon it for the purpose of gaining a true conception of what a landscape really is, and of laying the ground-work for comparisons with other parts of the face of the earth. The children should gain a vivid and definite idea of the nature of their own landscape as a type; if it be plain, whether it be very plain, or but partially so; if undulatory, whether it be gently or strongly undulatory; if hilly, whether gently or roughly hilly; if mountainous, whether of the rounded, the rugged or the grand type.

From the general survey of the landscape descend to its larger elements.

Note and plot the hills and valleys of the neighborhood, first taking up those near and then reaching out farther and farther, so that there shall be a gradual passage from those that are familiar to those that are only occasionally or distantly seen. From these it will be a relatively easy step to those which must be wholly imagined. Thus the child is led out easily and naturally from his own environment to the general geography of the earth. In carrying this out, walks and occasionally more considerable excursions will introduce the idea of travel and of the methods by which geography is made; and, if verbal and written descriptions, sketches and maps are required, the children are started right in their geographical work by being made young geographers themselves in a limited sense. Seeing and learning thus just what geography is, experiencing for themselves just how geography is constructed, they can use their text-books intelligently and appreciatively

From the general features descend to particulars. Note the way hills and valleys are related to each other. Are the valleys put in among the hills in any regular order or not? As early as it may seem prudent raise the question of the origin of the hills and valleys, but do not be too hasty about answering it. Let the children gradually work it out. Were the hills built up, or were the valleys cut out? Let them ponder upon this question and see if they do not find the answer to it in the hills and valleys themselves. In leading up to this question, direct the children's observation to what is actually taking place.

2. *The Study of Streams.*—Lead the children to observe just how streams flow, how the current plunges into one bank and then is turned about and plunges into the other bank; how it cuts back the bank where it strikes it; how it digs down into the bottom in certain places; how it heaps up material in other places, etc. As they observe, lead them to reason upon what they see and apply it to the study of maps. They will readily come to understand how the bends are made longer and why a stream meanders. They will thus be led to see the meaning of the tortuous courses of streams. Induce the children also to note the work of temporary streams (*e g*, after showers) along the roadsides, in the valleys, and on the slopes of the fields. Have them notice the wash from the surface of the land, and thus lead on to the work of water transportation. Lead them to note that this matter lodges elsewhere, and thus approach to the work of deposit. By seeing when and how this wash lodges they will understand the modes of deposition; the formation of deltas, and the building of bars and spits in the streams, the formation of "bottoms," etc.

To approach the origin and maintenance of streams, direct the children to observe what takes place after a rain; if light or slow, that all water goes into the ground; if heavy and rapid, that some goes into the ground, but much runs away. The latter makes surface streams, but they don't last. Follow the water that goes into the ground. Direct attention to underground water as shown by wells, and connect this with the rain that soaks into the ground.

3. *The Study of Soils.*—Incite the children to carefully examine the soil to see how it is made up. Have them wash some of it so as to separate the fine material from the coarse. Direct attention to the natural assorting done by water in the gullies, on the slopes, and in the valleys, and how, on the other hand, fine mud is laid down in the "bottoms" and elsewhere, and thus lead them to see how soils become coarser or finer according to conditions. In most places it will be easy to find pieces or beds of rock partly decayed, and to show that this rotted rock is much the same as soil.

From this they may be led on to understand that soil is usually but decayed rock. This will be easily accomplished in regions where the rock lies but little below the soil and the latter graduates down into decaying rock, showing the stages of the process. Induce them to note how the leaves, grass, etc., decay and turn black, and thus lead them on to see that the dark part of the soil comes chiefly from the decay of vegetation. Induce the children to observe the different qualities of soils in different situations —the soils in the valleys, on the slopes and on the hilltops—and lead them to see how the wash of the surface affects the soil; also how the vegetation affects the soil; and how the soil affects the vegetation.

Starting again with decay of rocks, lead the children to see that some parts of the rocks do not decay readily, and hence bits are left, and that these are washed about and form grains of sand or pebbles. Let them observe these and see that some are well-rounded and some are angular, according to the amount of wear, and thus the origin and meaning of sand or pebbles will become evident. The rolling action of brooks and rivers, and of lake and seashores will be manifest. With a thermometer, interesting experiments on the temperature of soils when wet and dry, when hard and when mellow, when stirred and unstirred, etc., can be made.

II. APPLICATIONS OF LANDSCAPE STUDIES.

The study of the features of the landscape may be followed by a study of their influence on human affairs, and on the distribution of plants and animals. The following are some of the lines along which this may be carried out:

1. *The Location of Homes.*—Relative merits of different situations, such as summits, slopes, valleys, etc.; of different exposures, as southerly, northerly, etc.; of different relations to woods, openings, outlooks, etc.; of relations to springs, streams, and other bodies of water; of access to highways or to the several parts of the farm, and the bearing of the surface features on such communications. Do the sites of the later dwellings differ from the earlier? Are there discernible reasons for change? What determined the selection of the material of the first generation of houses? Does the material change with successive generations, and if so, why?

2. *The Location of Roads.*—How far are they influenced by surface features? How far by other considerations? Distinguish wise and unwise locations. What is the effect of wash, drainage, etc.? What changes of location or of method of maintenance may be recommended?

3. *Location of Adjacent Towns and Villages.*—Study the reasons for their particular situations. What bearing had natural means of transportation, roadway crossings, river fords or bridges, special agricultural or mineral resources, mill sites and like features upon their location? Do the dates of their founding, the rates of their growth and other features of their history show wisdom or unwisdom in their location? Note the bearings of their location on the interests of the surrounding country.

4. *Development of the Region as Affected by its Environment.*—Study the nature of adjacent manufactories and the reason for their location. What class was first developed, what later, what changes have taken place? Has there been increase or decline, and what is its meaning? What is their importance and the value of their products? How do they affect the rural interests? What sources of power are used and what remain still unused?

Note the favorable and unfavorable features in the physical conformation; the presence of mines, quarries, the facilities for transportation by roadways, streams, canals, railways, etc., and their bearing upon the development of the region.

5. *Social and Civil Life of the People as Affected by Surrounding Physical Features.*—Are the physical surroundings favorable to social gatherings and social life? Do the surface features lead to sparseness of dwellings, roundabout and difficult roads, or the opposite? Do they make the earning of a living easy and give time for social intercourse, for education, etc? How do they affect the character of the people, etc.?

6. *The Distribution of Vegetation as Influenced by Surface Features.*—Sketch the timbered, prairie, marsh, and "bottom" areas. Note the effects of slopes, drainage, soils, etc., upon these. How do the physical conditions affect the roots, stems, leaves, and general forms of plants? Note the adaptation of different areas to different crops; also the adaptation of the region to different kinds of industry, *e. g.*, grazing, grain raising, etc. Note the changes in vegetation and compare the original with the present vegetation. Discuss the removal of forests. Where was timber first removed, and what timber? Where is it now reserved and why? Note the earlier and the later uses of timber supply, and the variation of prices and uses of timber.

III. THE STUDY OF ATMOSPHERIC PHENOMENA.

It is urged that the teachers secure from the nearest weather bureau station copies of the daily weather maps, and copies of the monthly summaries of the weather and crop conditions of the United States. A careful study of these maps and summaries, *supplementing the pupil's own daily observations*, will form a good basis for other geographic study. The data furnished by the weather bureau are particularly valuable for several reasons: (1) They are collected by trained observers; (2) the stations are so distributed as to fairly represent the whole country; (3) observations are uniformly and regularly made every day at all stations; (4) the various meteorological conditions are automatically recorded by instruments of precision, insuring great accuracy of detail; (5) the various data are appropriately represented daily upon one map which, thus, day by day presents a clear picture of the climatic and crop conditions of the whole country.

By these means the pupils will be much interested in working out the relative amounts of rainfall, cloudiness, and sunshine; also the average and the extremes of temperature found in the areas and belts devoted to the great crops, as wheat, corn, oats, tobacco, cotton and sugar cane. The relative amounts of rain, cloudiness, and sunshine for the seasons may be readily determined. The incidents of the season in the localities where the pupils live frequently afford excellent opportunity for forming a picture of other localities far removed from their own. Thus a study of the character of the rain and the clouds in winter gives a basis for picturing arctic regions, and the same study in summer an equally sound basis for picturing tropical regions.

IV. THE STUDY OF PLANT LIFE.

In like manner, the plants of the region may be treated. The purpose here, as before, is not so much to learn *about* plants as to come into *actual* *intellectual contact* with them by observation, interest, sympathy and appreciation. Not only should the plants be observed in all their parts and functions, but their history, mode of propagation, preferences for soil, topographic situations, exposures, etc., should be studied. The association of plants with one another—"plant societies"—are especially interesting and profitable for study. The cultivated as well as the native plants should be included, and the reasons for cultivating some plants and neglecting or warring against others afford large possibilities of interest. As farming is essentially plant culture, the vital relations of such studies are evident, if carried out on the right lines. The old-fashioned botany, the grinding out of the Latin names by an "Analytical Key," is not at all the thing here urged, but direct inquiry into the nature, life, habits, functions, associations, and services of plants.

To give a more concrete idea of what we have in mind, the following is offered as an illustration. It is not set up as a model. There are many ways of reaching like results:

1. *Growth from the Seed.*—With several seeds (beans, for example) in the hands of each pupil, invite a careful inspection of their surfaces, as a first step. Write upon the board a list of things observed, *e. g.*, (1) stem scar (hilum), (2) small dot on one side of hilum where pollen tube entered to fertilize the seed (micropyle), (3) ridge on side of hilum opposite from micropyle (radicle), (4) one end of bean has different slope from the other, (5) a light line or ridge extending longitudinally around the seed, etc. Request pupils to bring other varieties of beans, and see how many of the observed points are common to them all. As a training in the *exact* use of words in oral expression require the pupils to describe precisely what has been observed. As a training in written language require the pupils to write out what has been seen. This will react to *intensify* the seeing.

To introduce the quantitative element, let a pint cup, or a straight-sided bottle, or a glass be exactly half-filled with beans, and mark the surface of the beans with a string or rubber band. Now fill the vessel with water and put in a warm place for twenty-four hours. Set some pupil to watch the first stages of change, and charge him to be able to state the next day just what they were. On the next day measure the amount of change in volume. What has caused this change? If the water put in was first accurately measured or weighed (and every country school should have means of measuring and weighing), pour out what remains and measure it. Compute the difference. Compare the loss of the water with the increase of the beans. What has become of the water? By what means have the beans grown? Here are the first steps of growth.

Distribute the swollen beans among the pupils, and let them again look for the points observed in the dry bean. Have any disappeared? Have others appeared? Have any changed in character? Let the skin be removed. What features previously noted are removed with it? Do you now see an explanation of any features noted on the outside? Carefully note the two seed leaves (cotyledons), the radicle, and the now very evident first two leaves. Study the pea, pumpkin seed and corn in the same manner.

When these tests have sufficiently advanced, urge the boys and girls, to request permission to test the germinatory power of the seeds which their parents expect to plant in the spring. (This seed study is best done from

February to April.) Place 100 seeds of a given kind under the conditions described, and note how many sprout in three, four, five, etc., days. All seeds should be tested before planting, and this is practical work which if rightly done, will be appreciated by parents as being immediately useful as well as instructive and disciplinary.

Along essentially the same lines the animal life may be treated. Here a new and important factor enters, conscious life, and this affords a most fruitful field for educating the sympathies and moral sentiments of the children. Nothing so contributes to a real and vital (not merely sentimental) sympathy with living things other than ourselves as a careful study of their lives and habits. The child comes to see the world as they see it, and to appreciate and sympathize with them in their efforts to work out the purposes of their lives. And even if these purposes strike across human interests, the sympathy will not be entirely absent and cruelty will grow more and more rare as sympathetic education progresses. The education of the sympathies finds little space in the formal school program, and hence the special value of utilizing the opportunity here afforded.

There are several other topics which may be treated in like manner, as mensuration in its application to land measurements, etc., various phases of economics as applied to rural affairs, the social and civic aspect of country life, etc.

We respectfully submit the foregoing suggestions, fully conscious of their limitations, in the hope that some little helpfulness may be found in them.

TRANSPORTATION OF PUPILS.

The declining population of many towns and counties, and even larger districts, affects the rural schools very unfavorably.

I. Hon. C. R. Skinner, state superintendent of public instruction of the state of New York, thus forcibly urges the need of consolidation in the schools of that state:

"In 1860 the school population of the state outside of its cities was 894,432. At the close of the school year of 1895 the school population of the state outside of its cities and villages containing upwards of 10,000 people was 609,146, a decrease of 285,286, or upwards of 31 per cent, while the number of school districts in 1860 was 11,358. While the number of school children has decreased during that time nearly one-third, there has been substantially no decrease in the number of rural districts. It needs no argument to show that the antiquated school district system, which served the people so well in 1860, has outgrown its usefulness, and that, if the state of New York desires to keep pace with adjoining states in the advancement of her educational interests, some new system must be devised.

"The township system, or some unit larger than the present system, in my judgment, is the only solution of the difficulty, and until the state shall have adopted that system its rural schools will continue to decline in efficiency. There is, in my opinion, no better school in America than the union free school and village school of our state, but the results there obtained cannot possibly be achieved in the weak rural districts, where the average attendance is less than twenty pupils, and, as shown above, in nearly 3,000 districts less than ten. The ambitions and rivalries of the students—incentives to greater exertion on the part of the pupils—which prevailed thirty-five years ago in these country districts no longer exist. The school is lifeless, cannot be graded, there is little enthusiasm among the students, and that activity and earnestness which come from numbers are entirely lacking." (Report for 1894–95, pp. x, xi)

II. The arguments for the reform have been luminously stated by Mr. A. W. Edson, one of the Massachusetts state agents, as follows:

Consolidation and Transportation.—There is a decided tendency on the part of intelligent and progressive communities to close the small schools in remote districts, and to transport children to the graded schools of the villages, where better classification, better grading and better teaching are the rule. This is done not so much from an economic standpoint as because of the firm conviction that the children receive greater educational advantages there than in the small, ungraded schools.

The number of children in the back districts is small, and growing less every year. With few children and small classes there can be but little enthusiasm and progress.

The leading arguments in favor of the movement are:

1. It permits a better grading of the schools and classification of pupils. Consolidation allows pupils to be placed where they can work to the best advantage, the various subjects of study to be wisely selected and correlated, and more time to be given to recitation.

2. It affords an opportunity for thorough work in special branches, such as drawing, music and nature study. It also allows an enrichment in other lines.

3. It opens the doors to more weeks of schooling and to schools of a higher grade. The people in villages almost invariably lengthen the school year and support a high school for advanced pupils.

4. It insures the employment and retention of better teachers. Teachers in small, ungraded schools are usually of limited education, training or experience, or are past the age of competition. The salaries paid in cities and villages allow a wide range in the selection of teachers.

5. It makes the work of the specialist and supervisor far more effective. Their plans and efforts can all be concentrated into something tangible.

6. It adds the stimulating influences of large classes, with the resulting enthusiasm and generous rivalry. The discipline and training obtained are invaluable.

7. It affords the broader companionship and culture that come from association.

8. It results in a better attendance of pupils, as proved by experience in towns where the plan has been thoroughly tried.

9. It leads to better school buildings, better equipment, a larger supply of books, charts, maps and apparatus. All these naturally follow a concentration of people, wealth and effort, and aid in making good schools. The large expenditure implied in these better appointments is wise economy, for the cost per pupil is really much less than the cost in small and widely separated schools.

10. And, again, it quickens public interest in the schools. Pride in the quality of the work done secures a greater sympathy and better fellowship throughout the town.

Mr. Edson reports that the following objections have been made in Massachusetts:

1. Depreciation of property; decreased valuation of farms in districts where schools are closed.

2. Dislike to send young children to school far from home, away from the oversight of parents, and to provide a cold lunch for them rather than a warm dinner.

3. Danger to health and morals; children obliged to travel too far in cold and stormy weather; obliged to walk a portion of the way to meet the team, and then to ride to school in damp clothing and with wet feet; unsuitable conveyance and uncertain driver; association with so many children of all classes and conditions; lack of proper oversight during the noon hour.

4. Insufficient and unsuitable clothing; expense to parents of properly clothing their children.

5. Difficulty of securing a proper conveyance on reasonable terms; or, if the parent is allowed compensation, of agreeing upon terms satisfactory to both parties, parents and town officials.

6. Local jealousy: an acknowledgment that some other section of the town has greater advantages and is outstripping any other locality.

7. Natural proneness of some people to object to the removal of any ancient landmark, or to any innovation, however worthy the measure or however well received elsewhere.

To these objections Mr. Edson, who is one of the most competent of authorities, replies:

The first one is more imaginary than real, for any level-headed man with children to be educated will place a higher value on the quality of the schools and the school spirit in the community than upon the number and accessibility of the schools. Experience has demonstrated the fact that property in towns committed to this plan has appreciated rather than depreciated in value.

The second and third objections are the most serious. It behooves school authorities to see that the danger is reduced to a minimum. Suitable conveyances, covered, should be provided, and competent, careful drivers selected. No risks should be taken. During the noon hour some teacher should remain with the children who carry luncheon.

The fourth, fifth, and sixth objections have no great weight. The last one has great influence with those people who choose to live, move, and die as did their ancestors, on the theory that this is the last generation, and that any special efforts at improvement are just so much more than is wise or necessary.

III. The experiment in consolidation now in progress in northeastern Ohio is of such interest and promise as to warrant extracts from the annual reports for 1895–96 of the two superintendents who have been most prominent in the work. This recent movement may have an interest for some minds that earlier movements would not possess.

1. Extracts from the report of Mr. F. E. Morrison, superintendent of Kingsville, Ashtabula county:

"The new school system, which is known as the Kingsville system of education, has been formulated and introduced with marked success.

"By this system the pupils of the subdistricts are given the same advantages for obtaining an education as the village pupils, and this result has been obtained without working any disadvantage to the village pupils, for we have been enabled to open a new room and supply another teacher in the village schools, thus reducing the number of grades in each room and giving all the pupils better school advantages. We have sufficient room yet for several more pupils without crowding the rooms.

"The pupils of the subdistricts have not only been given the advantage of more extended associations and larger classes with which to recite, but they have also the advantages of a school where the teacher has fewer recitations and can give more time and attention to each recitation; thus the pupil's progress is much more rapid than is possible in a school where there are three times as many classes and one-sixth the number of pupils. It is a fact that the work of the teacher depends more upon the number of classes to recite than the number of pupils in attendance. It is a pleasure indeed to note that the attendance in the subdistricts that have availed themselves of the new system has increased from 50 to 150 per cent in some cases, and a larger increase in all cases; the daily attendance in the same subdistricts has increased from 50 to 60 per cent to 90 or 95 per cent, thus increasing greatly the returns from the school fund invested. This has been accomplished at a saving of more than $1,000 to the taxpayers in the three years.

"The board of education and citizens of Kingsville are to be congratulated for their progressive and energetic spirit in being pioneers in formulating and placing in operating a system of education superior to any in the state of Ohio, and which is to be the system of the future. The board of education has been enabled, under the new school law, to conduct its financial matters by better business methods, buying its supplies in quantities and letting its contracts on competitive bids, and by centralizing the schools, thus saving many needless expenses.

"It should be mentioned that the permanent improvements made by the board of education during the past three years are nearly double the amount made during the preceding three years."

2. Extracts from the report of Mr. J. R. Adams, superintendent of Madison township, Lake county:

"In my report to the board one year ago I called attention to the very low average attendance in some of our schools, the great expense per capita of educating the pupils in those small schools, and to the fact that, on account of the lack of interest and enthusiasm therein, good results could not be obtained and suggested the plan of consolidation as the proper solution of the difficulties.

"Acting upon my suggestion, the board, having in view only the best interest of the children for whom our schools exist, voted to consolidate three subdistricts at North Madison, No. 16 and No 3 with No 12, and also three at Unionville, No. 10 and No. 11 with No. 4, arrangements being made with the school board of Harpersfield township whereby the pupils of subdistrict No. 1, of said township, might attend the school at Unionville upon payment by the board of education of Harpersfield to the board of education of Madison township the sum of $140 tuition.

"Our school opened with two teachers and with an attendance of 93 pupils. This was certainly more than the number for which we had planned, and was a great surprise to me, for from No. 10, in which subdistrict there had been the previous year an attendance of only 10 pupils, there came 18; from No. 11, in which there had been an attendance of only 8 pupils, there came 18, and from the Harpersfield district, in which there had been an attendance of 14 pupils, there came 23. The number of pupils enrolled in this school was 107, with an average attendance of 73.

"Having tried the new plan for a year, it is no longer an experiment, but an experience, with us; therefore, let us now candidly look at the results. First, I wish you to know what the patrons of the consolidated school think of the plan, and then to give you, as briefly as I can, some of my own observations. All the patrons of the school of subdistrict No. 10 of Madison, and in subdistrict No. 1 of Harpersfield, have signed a paper stating that they are well pleased with the plan and its results, and asking their respective boards to continue the plan another year. While there has been no canvass at Unionville, subdistrict No. 4, to ascertain what the people there think of the plan, yet, from what I have heard, I am confident that they are unanimous in its support. The foregoing represents the opinion of patrons who send 89 of the 107 pupils to this school. A large majority of the patrons in subdistrict No. 11, who send 18 of the 107 pupils to the school in question, have publicly expressed themselves as being dissatisfied with the plan, and that under it their children have not received the educational advantages which they ought to have received. Further comment is unnecessary.

"Following are some of the good results which have come under my personal observation:

1. A much larger per cent of enumerated pupils enrolled.
2. No tardiness among the transported pupils.
3. Irregular attendance reduced, the per cent of attendance of transported pupils from two subdistricts being each 94 per cent, the highest in the township.
4. Pupils can be better classified and graded.
5. No wet feet or clothing, nor colds resulting therefrom.
6. No quarreling, improper language or improper conduct on the way to and from school.
7. Pupils under the care of responsible persons from the time they leave home in the morning until they return at night.
8. Pupils can have the advantage of better schoolrooms, better heated, better ventilated and better supplied with apparatus, etc.
9. Pupils have the advantage of that interest, enthusiasm, and confidence which large classes always bring.
10. Better teachers can be employed, hence better schools.
11. The plan insures more thorough and complete supervision.
12. It is more economical. Under the new plan the cost of tuition per pupil on the basis of total enrollment has been reduced from $16 to $10.48; on the basis of average daily attendance, from $26.66 to $16.07. This statement is for the pupils in said subdistricts Nos. 10 and 11.
13. A trial of this plan of consolidating our schools has satisfied me that it is a step in the direction toward whatever advantages a well-graded and well-classified school of three or four teachers has over a school of one teacher with five to eight grades, and with about as much time for each recitation as is needed to properly assign the next lesson."

STATISTICS.

1896-1897.

ABSTRACT [A]—

SCHOOL

COUNTIES.	DISTRICTS.			SCHOOLS.			TEACHERS.			
	District townships.	Independent districts.	Number of sub-districts.	Ungraded.	Rooms in graded.	Av. duration in months.	Number employed. Males.	Number employed. Females.	Av. monthly compensation. Males.	Av. monthly compensation. Females.
Adair	16	15	127	138	28	8.2	64	268	$ 33 41	$ 29 37
Adams	9	33	75	101	28	8.1	48	179	34 11	29 54
Allamakee	9	70	58	126	22	7.1	36	195	37 23	24 90
Appanoose	13	32	97	124	56	7.1	96	196	32 02	27 21
Audubon	12	3	107	105	23	8.2	64	184	34 34	32 72
Benton	10	100	83	172	54	8.1	107	290	34 02	30 12
Black Hawk	10	66	78	140	69	8.2	81	279	37 22	33 52
Boone	11	56	95	147	64	7.8	80	269	34 10	30 39
Bremer	6	63	44	100	30	7.8	28	173	34 59	26 44
Buchanan	9	63	76	133	50	8.3	39	201	36 81	28 36
Buena Vista	15	11	126	133	36	8.2	57	240	35 36	30 38
Butler	11	46	95	133	37	8.0	60	268	34 68	29 29
Calhoun	16	7	136	136	35	7.7	63	249	36 66	31 24
Carroll	13	27	106	132	44	8.2	62	205	39 33	31 90
Cass	15	17	131	140	58	8.7	52	312	39 60	33 61
Cedar	12	44	100	132	45	8.1	36	241	45 96	32 79
Cerro Gordo	12	29	93	131	56	8.0	42	229	36 28	32 19
Cherokee	15	15	127	134	40	8.2	57	256	38 14	32 96
Chickasaw	5	62	53	111	28	7.7	33	192	36 80	26 97
Clarke	9	27	77	101	24	7.4	50	176	29 67	25 17
Clay	16	2	126	124	23	7.4	50	194	32 77	30 71
Clayton	17	35	139	167	53	7.8	53	264	39 97	27 74
Clinton	17	36	132	154	119	8.7	36	308	48 75	35 18
Crawford	20	6	167	166	41	8.4	68	283	36 55	31 21
Dallas	13	32	113	137	63	8.0	67	283	39 28	32 92
Davis	6	67	37	97	24	6.8	58	111	31 05	24 58
Decatur	9	54	66	111	41	7.3	62	187	31 31	26 67
Delaware	14	24	110	125	35	8.3	40	245	36 99	27 17
Des Moines	5	59	26	81	116	8.7	58	198	50 96	39 83
Dickinson	12	5	65	71	14	6.8	27	95	34 81	30 46
Dubuque	10	50	67	124	114	9.0	30	237	69 41	33 65
Emmet	10	2	56	72	21	7.0	26	95	37 43	30 34
Fayette	12	81	106	180	50	7.7	63	293	34 09	25 62
Floyd	11	16	102	112	43	8.2	29	198	42 49	29 38
Franklin	12	35	101	137	23	7.8	41	216	36 02	30 55
Fremont	11	19	99	113	41	8.5	61	202	38 79	33 05
Greene	14	15	129	137	32	7.9	57	282	34 22	29 63
Grundy	10	41	85	121	23	8.2	67	185	35 43	31 10
Guthrie	14	22	126	139	48	8.0	68	275	34 77	29 15
Hamilton	15	27	113	133	37	7.7	57	231	35 79	31 21
Hancock	16	4	120	118	23	7.5	36	142	36 77	31 67
Hardin	8	65	75	133	61	8.0	62	243	40 80	32 42
Harrison	16	32	105	133	64	8.6	72	281	39 53	33 34
Henry	4	72	32	96	36	7.9	50	213	36 97	28 59
Howard	11	11	89	96	20	7.7	42	160	34 60	29 15
Humboldt	10	17	85	101	24	7.8	25	181	36 54	31 11
Ida	12	5	99	101	30	8.3	42	192	37 95	31 79
Iowa	10	65	79	137	38	8.4	78	239	33 07	29 92

REPORTS FOR 1896.

STATISTICS.

PUPILS.					SCHOOLHOUSES.		GENERAL.			
Between ages of 5 and 21.		Enrolled in public schools.	Total average attendance.	Av. tuition per mo. per pupil.	Number.	Value.	Value of apparatus.	Volumes in libraries.	Trees set out on grounds and in thrifty condition.	Schoolrooms in which effects of stimulants and narcotics are taught.
Males.	Females.									
2866	2741	4710	2822	$1 83	145	$ 93572	$ 1727	597	2073	162
2559	2403	3975	2525	1 62	111	72763	4003	613	194	125
3299	3067	4526	2751	1 64	131	103595	4205	1288	598	148
4413	4160	6430	4692	1 29	132	149745	1815	1606	1292	177
2269	2183	3431	2316	1 95	112	81170	4430	700	525	127
4143	3860	6465	4321	1 82	137	154105	5843	2050	1841	210
4758	4636	7024	4551	1 91	148	220635	6522	2313	1821	204
4952	4614	6956	4342	1 69	157	170745	5485	3660	3060	211
2584	2494	3986	2398	1 70	113	78985	4988	2279	2045	130
3289	2983	5049	3401	1 82	146	172095	7145	1876	872	183
2772	2661	4246	2791	2 66	142	113910	6150	2677	1447	169
2922	2873	4719	2927	1 98	145	114547	5413	969	1734	170
2990	2755	4701	3165	1 90	146	121845	5881	1004	514	170
3706	3617	5410	3529	1 82	145	119565	7007	1254	2580	157
3789	3739	6407	3965	1 87	152	153835	5174	2592	2168	189
3216	3117	4765	3225	2 01	145	162258	2049	2868	2327	177
3368	3242	4988	3404	1 92	145	187760	8464	882	880	187
2797	2710	4750	3051	2 07	144	174900	4514	3007	1232	173
2951	2945	4498	2631	1 70	119	81650	5477	1134	2358	125
2225	1946	3575	2211	1 65	107	72945	2332	219	1350	125
2077	1838	3209	2032	2 43	130	92487	4850	632	795	147
4870	4736	7123	4207	1 70	178	157435	7901	2061	1195	216
7418	7235	9612	6227	1 84	183	352620	6341	10072	2756	273
3847	3611	5815	3551	2 02	176	136570	11753	2485	2142	199
3808	3512	6346	4066	1 92	153	152104	6818	1275	3465	198
2740	2706	4507	2745	1 24	105	66260	1805	338	1119	119
3099	2969	4910	3090	1 53	124	104095	3050	832	1600	149
3162	2926	4450	2895	1 79	138	116145	4024	634	1008	160
6291	6186	7311	4881	2 03	99	266349	9682	1078	1893	192
1099	1060	1665	1098	2 68	70	52562	4965	533	219	76
10043	10115	9251	5960	1 71	141	460350	10995	4703	2002	237
1511	1394	2275	1390	2 31	75	62250	2639	632	1011	93
4310	4186	6678	4131	1 59	190	138290	5981	1278	2206	214
2948	2901	4880	3031	1 77	122	138675	4877	859	1177	147
2393	2299	3750	2421	2 20	141	102985	5158	681	1677	160
3155	2941	4964	3185	1 81	123	132285	5898	1416	2613	154
3147	2848	4913	3005	1 89	144	95670	3975	1681	1803	157
2489	2361	4136	2495	2 03	128	80005	5446	4718	2226	144
3426	3165	5725	3701	1 73	152	150915	3290	2032	640	186
3186	3102	4785	2920	2 06	142	128100	5269	737	499	161
2232	2060	3338	2028	2 42	124	104650	6398	455	1493	141
3952	3599	5780	3655	2 01	150	156430	7845	2177	1792	188
4212	4184	7250	4269	1 77	155	155525	8896	2046	2787	197
2906	2897	4530	2735	1 73	107	124935	3408	325	2472	130
2439	2330	3735	2150	1 90	102	69170	2828	902	420	116
2061	1966	3275	2005	2 15	112	75440	5232	1443	490	125
2072	1846	3150	2007	2 27	108	83125	4733	334	1610	128
3202	3108	5320	3441	1 76	141	119471	4188	2878	1848	153

ABSTRACT [A]

SCHOOL

COUNTIES.	DISTRICTS.			SCHOOLS.			TEACHERS.			
	District townships	Independent districts.	Number of subdistricts.	Ungraded.	Rooms in graded.	Av. duration in months.	Number employed.		Av. monthly compensation.	
							Males.	Females.	Males.	Females.
Jackson	14	46	107	138	55	8.1	43	231	$ 39 37	$ 26 72
Jasper	17	29	156	179	51	8.0	70	317	37 84	31 90
Jefferson	9	28	70	90	30	7.6	53	176	33 88	30 49
Johnson	16	48	117	161	55	8.3	64	310	37 25	29 34
Jones	9	65	69	129	43	8.2	52	243	39 10	29 96
Keokuk	2	115	54	134	63	8.0	96	221	35 52	29 27
Kossuth	28	7	186	183	36	7.7	47	243	36 47	32 03
Lee	7	65	47	104	108	7.9	55	211	50 59	34 90
Linn	11	72	106	171	168	8.1	81	437	37 83	35 11
Louisa	9	26	60	84	28	8.0	48	152	36 95	29 70
Lucas	4	59	33	90	28	7.5	39	155	37 33	27 33
Lyon	10	20	65	121	31	8.1	47	157	37 15	32 71
Madison	12	25	103	130	33	7.4	56	226	31 54	29 79
Mahaska	9	74	68	137	86	8.2	78	281	36 94	30 97
Marion	4	112	22	137	51	7.7	54	226	36 07	26 65
Marshall	12	57	92	143	85	8.3	72	278	51 83	39 13
Mills	5	62	20	78	37	8.6	29	156	46 53	36 26
Mitchell	8	48	53	93	41	7.9	43	160	37 29	29 63
Monona	17	14	117	135	30	8.1	58	253	34 66	30 54
Monroe	6	48	50	93	25	7.2	44	145	33 87	26 58
Montgomery	10	23	85	103	47	8.3	51	206	40 98	32 96
Muscatine	11	25	68	85	70	8.6	40	211	47 26	35 23
O'Brien	16	6	127	130	41	8.0	53	199	39 14	33 45
Osceola	9	3	52	87	13	7.6	41	109	35 89	33 17
Page	11	46	82	125	55	8.1	65	213	39 39	34 21
Palo Alto	16	4	119	117	27	7.7	49	172	33 05	29 76
Plymouth	23	7	158	166	37	8.2	49	256	37 78	33 64
Pocahontas	15	13	128	134	23	7.5	49	223	34 83	30 09
Polk	13	58	92	140	248	8.6	88	496	54 94	43 39
Pottawattamie	25	25	211	233	143	8.7	110	478	52 33	37 31
Poweshiek	14	22	117	138	41	8.3	62	249	38 02	32 37
Ringgold	12	38	95	125	30	7.6	60	192	31 29	27 90
Sac	16	8	130	132	34	8.0	59	225	35 21	30 79
Scott	13	27	79	104	119	9.4	66	205	61 86	45 39
Shelby	16	9	133	137	32	8.5	104	201	36 27	32 92
Sioux	19	14	137	164	57	8.7	64	160	40 52	34 31
Story	14	29	115	133	56	7.7	70	254	37 44	30 45
Tama	12	78	98	163	58	8.1	72	298	39 88	31 97
Taylor	13	28	100	119	43	8.1	78	232	34 78	31 61
Union	10	23	89	108	52	8.5	32	249	43 19	29 89
Van Buren	8	48	68	113	35	7.2	60	168	35 74	26 34
Wapello	8	48	52	105	98	8.5	54	244	40 41	34 77
Warren	6	89	51	132	34	7.6	68	233	34 07	27 63
Washington	6	85	49	125	42	7.8	54	253	36 93	28 26
Wayne	13	33	89	116	32	7.3	95	170	30 69	24 86
Webster	18	42	134	174	53	7.9	45	285	37 43	33 29
Winnebago	11	5	76	85	18	6.8	29	107	32 04	30 13
Winneshiek	14	46	96	130	42	7.2	68	209	34 27	26 98
Woodbury	17	36	131	176	199	8.7	78	458	45 43	43 32
Worth	12	4	84	84	15	7.2	45	118	31 06	28 65
Wright	16	6	122	128	40	7.9	57	221	37 55	31 86
Totals	1189	3633	9265	12526	5002	8.0	5614	22507	$ 38 28	$ 32 23

REPORTS FOR 1896—CONTINUED.

STATISTICS.

PUPILS.					SCHOOLHOUSES.		GENERAL.			
Between ages of 5 and 21.										
Males.	Females.	Enrolled in public schools.	Total average attendance.	Av. tuition per mo. per pupil.	Number.	Value.	Value of apparatus.	Volumes in libraries.	Trees set out on grounds and in thrifty condition.	Schoolrooms in which effects of stimulants and narcotics are taught.
4149	4016	6342	3957	$ 1 57	153	$ 160079	$ 7076	1932	1647	187
4374	4143	6955	4550	1 82	187	174640	6163	1949	1644	230
2692	2593	4277	2625	1 49	99	91610	2977	985	1627	119
4635	4194	5803	3645	2 03	173	194626	5629	3395	2274	207
3432	3214	5540	3445	1 72	138	140870	8225	1145	1809	170
4364	4224	6792	4335	1 51	145	138500	7559	1534	3126	185
3667	3269	5322	3221	2 34	196	138152	7354	1062	852	208
6436	6484	7690	5155	1 71	125	382245	5255	3111	2414	205
8738	9050	2374	8661	1 64	206	456660	9364	3011	3178	339
2158	2097	3375	2127	1 80	87	92975	2524	608	164	111
2610	2459	4273	2602	1 43	98	82584	2857	394	2199	118
2207	2018	3586	2223	2 42	132	88403	6915	935	279	146
2956	2842	4934	3070	1 80	138	96655	2851	603	3181	163
5850	5492	8413	5502	1 45	159	220415	7025	2257	3243	223
4098	4125	6723	4165	1 44	151	166882	4980	1969	2233	188
4500	4335	6986	4673	2 18	155	373390	10607	6521	2169	227
3018	2879	4380	2707	1 69	91	100230	7523	1771	1810	115
2592	2537	3897	2542	1 80	108	103425	6630	790	1520	125
2962	2947	4681	2924	1 91	143	88715	4195	781	1648	165
2850	2659	3806	2607	1 42	101	76245	532	795	526	116
2973	3012	5069	3131	1 91	113	151350	4808	2736	2423	149
4085	3895	5753	3830	1 91	101	214240	4475	2325	2059	155
2958	2702	4585	2803	2 27	136	137744	6057	1885	1545	169
1493	1443	2377	1266	2 86	92	54515	3166	1099	889	100
3874	3869	6366	3930	1 79	136	160398	4901	1203	4264	179
2189	2177	3383	2017	2 27	125	84053	4575	2042	2002	143
3976	3623	5484	3424	2 22	174	146430	8450	1067	1875	198
2424	2367	3687	2325	2 24	141	87115	5756	576	3972	157
11558	11918	16783	10754	2 14	185	1041255	26023	10218	2809	388
8650	8464	11838	7592	2 13	262	396170	40162	1941	4103	376
3089	3037	5304	3425	2 00	147	130230	5395	3399	3962	179
2863	2588	4562	2860	1 66	135	85087	2701	506	1309	154
2811	2776	4613	2900	1 95	141	98025	3807	691	1199	162
8167	7982	9283	6213	2 01	121	472260	9283	3748	3788	223
3224	3056	5250	3203	2 00	146	111160	7860	1451	4264	166
3905	3874	5701	3608	2 22	179	177907	12930	2562	2985	221
3344	3320	5696	3494	1 86	147	159080	5069	1060	2165	184
4105	3714	6283	4112	1 92	181	177460	6349	2439	2642	221
3172	3027	5210	3207	1 79	132	100920	4849	634	1403	161
3233	3201	5090	3413	1 67	122	187395	4125	1023	1833	160
3030	2815	4891	3035	1 47	116	102500	2173	898	1567	148
5219	5037	8115	5243	1 62	113	305375	4348	2719	1739	203
3425	3356	5513	3287	1 57	143	108900	4251	1210	2195	166
3131	3101	4853	3308	1 67	138	129820	3952	667	2146	167
2999	2847	4883	3117	1 47	122	85920	3091	1975	576	143
4446	4166	6020	3700	1 97	186	171905	6595	1076	1303	227
2121	2094	3092	1750	1 97	89	65640	2471	685	846	103
3983	3852	5305	2917	1 93	146	96787	4199	1593	747	161
9310	8633	10992	7263	2 35	215	636460	11737	2459	3005	373
1930	1878	2875	1707	1 84	91	49700	3335	455	693	91
3071	2938	4763	3242	1 83	138	108790	6921	1804	903	167
367009	353166	543052	345242	$ 1 89	13686	$ 15867425	$ 597254	176519	181623	17220

ABSTRACT [B]—REPORTS FOR 1896.

SCHOOL FINANCES, 1896.

COUNTIES.	TEACHERS' FUND.							
	DEBIT.				Total debit or credit.	CREDIT.		
	On hand at last report.	Received from district tax.	Received from semi-annual apportionment.	Received from other sources.		Paid teachers.	Paid for other purposes.	On hand.
Adair	$ 20601 40	$ 36170 33	$ 5710 18	$ 1158 67	$ 63640 58	$ 42456 84	$ 908 01	$ 20275 73
Adams	11932 42	29639 81	4668 04	525 01	46795 28	33229 75	163 47	13402 06
Allamakee	10454 39	24705 07	5622 98	799 77	41582 21	31949 84	182 14	9450 23
Appanoose	16433 62	39072 98	9895 69	646 07	66048 36	42859 38	1248 68	21940 30
Audubon	11735 75	32965 42	4477 98	741 54	49920 69	36980 77	43 39	12896 53
Benton	29722 15	49775 98	11198 08	3069 42	93765 63	63707 52	756 04	29302 07
Black Hawk	29301 65	57946 84	10980 96	857 50	99086 95	71287 25	97 11	27702 59
Boone	25508 77	48395 40	9261 43	452 52	83618 12	57222 53	181 98	26213 61
Bremer	16214 84	26065 09	6067 55	1024 82	49372 30	31748 34	365 84	17258 12
Buchanan	23625 71	41135 91	7916 64	627 48	73305 74	51426 36	171 28	21708 10
Buena Vista	20720 33	40430 91	5556 20	777 24	67484 68	47096 58	370 50	20017 60
Butler	21106 19	39846 50	6436 54	2380 68	69769 91	46273 83	352 20	23143 88
Calhoun	20495 69	46330 93	6350 03	688 84	73865 49	46225 83	552 86	27086 80
Carroll	18888 58	49422 10	6596 15	914 33	75821 16	52631 06	1411 48	21778 62
Cass	35353 68	53742 71	10642 95	2683 20	102422 54	64799 65	71 82	37551 07
Cedar	29019 84	41782 94	10774 31	1910 03	83487 12	52644 29	426 88	30415 95
Cerro Gordo	23212 44	46887 58	7031 25	7848 64	84979 91	52214 64	892 30	31872 97
Cherokee	21713 35	43530 96	6715 35	1684 72	73644 38	51764 78	1181 56	20698 04
Chickasaw	11288 67	29170 79	5256 47	683 16	46399 09	34495 78	243 23	11660 08
Clarke	9732 63	22181 78	4934 48	711 79	37563 68	26920 38	58 69	10584 61
Clay	13167 70	32898 61	4284 94	469 16	50820 41	36490 00	83 17	14247 24
Clayton	19806 29	48743 33	10047 00	1465 07	80061 69	55641 01	772 24	23648 44
Clinton	37425 35	80911 85	17328 31	9718 31	145383 82	99492 79	8389 69	37501 34
Crawford	24355 85	53384 29	8106 32	913 00	86759 46	60206 04	157 09	26396 33
Dallas	17357 17	60349 37	9081 68	1338 72	88126 94	62522 63	1624 58	23979 73
Davis	8082 91	17838 79	4879 19	847 87	31648 76	23192 37	396 39	8060 00
Decatur	14467 61	30175 48	5427 08	1250 49	51320 66	34570 43	130 23	16620 00
Delaware	20072 39	35740 60	7577 17	971 31	64361 47	43041 05	100 43	21219 99
Des Moines	13207 04	67206 02	12702 04	9294 84	102409 94	86153 85	224 23	16031 86
Dickinson	5940 17	18200 94	2924 10	1083 46	28148 67	20039 88	1378 69	6730 10
Dubuque	15822 88	71486 89	19686 10	842 71	107838 58	91707 07	187 11	15944 40
Emmet	5016 19	17450 10	4420 96	393 91	27281 16	22469 83	66 67	4744 66
Fayette	22154 45	42842 24	9438 59	784 55	75219 83	50530 61	398 67	24290 55
Floyd	11153 03	38280 43	8087 60	3229 03	60750 09	43890 31	2608 04	14251 74
Franklin	19609 08	38214 18	5568 74	993 13	64385 13	41591 17	102 87	22691 09
Fremont	33931 33	38024 22	7286 93	1165 18	80407 66	48945 98	604 43	30857 25
Greene	22823 58	42326 66	7393 72	531 09	73075 05	44844 00	137 48	28093 57
Grundy	21243 05	38610 16	6060 30	628 76	66542 27	41433 12	131 57	24977 58
Guthrie	23703 29	48674 17	7437 98	215 62	80031 06	51175 42	409 61	28446 03
Hamilton	18954 84	39396 20	7173 79	2635 12	68159 95	46222 11	409 19	21528 65
Hancock	12131 35	33366 21	4600 73	574 44	50672 73	36766 58	110 19	13795 96
Hardin	36299 20	54042 97	5454 82	1794 38	97591 37	58855 61	602 80	38132 96
Harrison	39450 10	58486 55	10926 80	1137 32	110000 77	64909 71	217 02	44874 04
Henry	17445 74	27569 83	8514 18	374 35	53904 10	37343 34	148 53	16412 23
Howard	5953 08	27878 95	3817 08	1544 91	39194 02	31511 24	340 47	7342 31
Humboldt	11914 56	30161 98	3940 02	2140 78	48157 34	33586 29	132 76	14438 29
Ida	21055 99	31542 03	4673 57	751 71	58023 30	37767 72	337 03	19918 55
Iowa	22320 23	40881 21	7326 99	4161 12	74689 55	50891 95	260 49	23537 11

ABSTRACT [B]—REPORTS FOR 1896—CONTINUED.

SCHOOL FINANCES, 1896.

COUNTIES.	TEACHERS' FUND.							
	DEBIT.				Total debit or credit.	CREDIT.		
	On hand at last report.	Received from district tax.	Received from semi-annual apportionment.	Received from other sources.		Paid teachers.	Paid for other purposes.	On hand.
Jackson	27782 15	$ 39677 84	$ 8175 84	$ 3239 99	$ 78875 82	$ 50271 08	$ 155 81	$ 28448 93
Jasper	30192 93	55171 55	11914 81	976 27	98255 56	66155 74	141 49	31958 33
Jefferson	$ 11233 23	22797 87	7823 77	1289 67	43144 54	29865 19	210 12	13069 23
Johnson	19436 71	53432 38	6331 21	1433 27	80633 57	61471 49	1275 02	17887 06
Jones	22925 06	37348 24	10659 62	1637 29	72570 21	48655 87	1073 17	22841 17
Keokuk	32512 07	39092 94	11522 56	2058 44	85186 01	52493 65	319 83	32372 53
Kossuth	20686 00	52281 34	7608 83	141 50	80717 67	57969 92	459 33	22288 42
Lee	16089 41	52563 22	15272 04	1139 72	85064 39	69570 38	231 69	15262 32
Linn	34646 85	94912 66	18704 39	5935 52	154199 42	115288 42	967 75	37943 25
Louisa	11942 51	24736 13	5935 55	1271 46	43885 65	30658 75	743 98	12482 92
Lucas	18389 13	22072 39	6257 95	483 50	47202 97	27919 97	445 29	18837 71
Lyon	12093 97	39830 78	5933 74	1932 98	59791 47	43527 61	661 04	15602 82
Madison	17188 93	33018 95	7533 17	421 69	58162 74	40852 48	41 86	17268 40
Mahaska	32152 64	53008 32	11935 60	1724 92	98821 48	65228 08	756 10	32837 30
Marion	21373 69	39962 37	11883 67	1384 50	74604 23	46204 29	917 50	27482 44
Marshall	57042 99	74362 32	10034 91	4810 54	146250 76	84419 20	879 43	60952 13
Mills	27343 88	31980 53	6781 60	1049 97	67155 98	39432 76	588 04	27135 18
Mitchell	12211 53	30066 29	5620 26	1165 02	49063 10	36114 94	550 11	12398 05
Monona	20739 69	39508 17	5891 00	1008 94	67147 80	45347 08	358 13	21442 59
Monroe	10267 89	22377 81	5059 04	681 33	38386 07	26736 35	326 94	11322 78
Montgomery	18010 25	41787 51	7716 13	725 73	68239 62	49545 12	95 00	18599 50
Muscatine	18289 58	51032 10	11478 09	1781 17	82580 94	62999 08	541 07	19040 79
O'Brien	19649 93	46643 96	5035 42	1099 50	72428 81	50919 92	253 92	21254 97
Osceola	9110 76	25700 10	2444 23	2033 03	39288 12	28390 20	138 21	10759 71
Page	24898 35	48597 66	9121 20	1142 58	83759 79	56927 84	584 50	26247 45
Palo Alto	10355 24	29704 64	4844 30	1030 76	45934 94	35372 90	405 60	10156 44
Plymouth	20731 08	54914 17	8632 73	1457 74	85735 72	62421 84	89 45	23224 43
Pocahontas	13705 61	37215 55	4935 71	72 06	55928 93	39130 63	26 01	16772 29
Polk	89278 17	175057 64	30538 99	1171 70	296046 50	198160 62	3407 58	94478 30
Pottawattamie	48356 57	127133 15	19770 20	4365 51	199625 43	140762 86	660 40	58202 17
Poweshiek	19680 32	49003 41	8430 26	967 18	78081 17	56872 11	458 85	20750 21
Ringgold	16258 60	30603 79	6388 82	672 42	53923 63	36072 37	65 75	17785 51
Sac	27573 18	43729 88	6452 59	1098 50	78854 15	45292 15	313 86	33248 14
Scott	33066 17	99314 44	17051 62	2202 32	151634 55	117255 87	394 61	33984 07
Shelby	27038 38	47523 69	6913 39	1795 81	83271 27	54557 45	298 73	28415 09
Sioux	29083 60	60930 94	6711 20	672 10	97397 84	69686 48	1212 85	26498 51
Story	24455 24	48470 66	8917 66	1184 88	83028 44	50214 77	779 81	32033 86
Tama	36739 84	52978 67	9492 30	2203 65	101414 46	64018 85	724 26	36671 35
Taylor	19193 01	37647 67	8480 82	1029 14	66350 64	46617 07	280 38	19453 19
Union	14234 68	37082 22	7797 14	1868 12	60982 16	49110 20	2 25	11869 71
Van Buren	24316 85	21903 74	6039 13	1506 30	53766 02	32050 45	296 11	21419 46
Wapello	22516 43	60549 15	12518 06	636 11	96219 75	72126 84	764 73	23328 18
Warren	20649 92	31709 86	10283 29	905 09	63548 16	39343 50	217 87	23986 79
Washington	22439 82	33388 05	10281 61	2106 21	68215 69	43019 00	2717 23	22479 46
Wayne	21812 24	28372 11	5464 12	1707 27	57355 74	33331 72	776 95	23247 07
Webster	28636 67	47355 18	9185 88	1065 23	86242 96	57444 78	5779 56	23018 62
Winnebago	7550 74	22372 70	4024 44	664 29	34612 17	23455 29	1600 00	9556 88
Winneshiek	15105 98	32574 40	9539 56	855 90	58075 84	40437 29	407 08	17231 47
Woodbury	83815 15	125288 27	25031 68	627 84	234762 94	148366 43	622 53	85773 98
Worth	5961 76	19829 29	3178 81	564 84	29534 70	22589 82	....	6944 88
Wright	23429 40	45892 64	5792 61	294 03	75408 68	46882 98	356 93	28168 77
Totals	2194121 33	4436426 63	833631 54	154729 30	7618908 80	5205287 19	65515 84	2348105 77

ABSTRACT [B]—

SCHOOL

COUNTIES.	SCHOOLHOUSE FUND.								
	DEBIT.			Total debit or credit.	CREDIT.				
	On hand at last report.	Received from district tax.	Received from other sources.		Paid for schoolhouses and sites.	Paid on bonds and interest.	Paid for libraries and apparatus.	Paid for other purposes.	On hand.
Adair	$ 8141 05	$ 4003 88	$ 2050 90	$ 14195 83	$ 6853 11	$ 3204 35	....	$ 1391 70	$ 2746 67
Adams	3876 49	3135 30	61 52	7073 31	1658 13	3780 46	$ 198 07	326 89	1109 76
Allamakee	623 89	6136 65	4962 03	11722 57	5410 18	3330 12	....	1235 41	1746 86
Appanoose	2250 39	11344 00	3434 02	17028 41	1485 11	2261 39	....	10023 42	3258 49
Audubon	319 99	3045 79	1236 56	4602 34	3377 27	500 00	....	267 53	457 54
Benton	2836 68	5558 39	1361 49	9756 56	2789 45	2953 76	20 00	963 32	3030 03
Black Hawk	2178 53	11800 17	14692 00	28670 70	8386 48	18370 90	44 90	932 20	936 22
Boone	2705 66	11275 10	2212 62	16193 38	8974 74	3166 18	133 65	1425 67	2493 14
Bremer	1332 74	2226 08	34 04	3592 86	501 28	1504 32	158 30	125 44	1303 52
Buchanan	3842 00	3462 76	5882 33	13187 09	6462 61	1847 17	675 00	655 57	3546 74
Buena Vista	3585 07	9887 16	973 98	14446 21	3499 12	4872 56	71 50	2133 06	3869 97
Butler	1399 71	4469 05	4347 50	10216 26	6180 60	1153 29	....	663 60	2218 77
Calhoun	8067 97	6957 64	319 11	15344 72	10572 54	2431 32	....	651 24	1689 62
Carroll	2587 64	5628 47	3924 67	12140 78	2973 19	3216 45	....	1430 12	4521 02
Cass	4970 19	9778 31	2167 06	16915 56	3102 56	8289 48	85 18	1535 81	3902 53
Cedar	1325 93	3116 88	10538 67	14981 48	10992 84	1010 52	102 60	1586 78	1288 74
Cerro Gordo	4791 97	8617 50	3755 96	17165 43	7993 80	3528 50	12 70	1454 76	4175 67
Cherokee	15541 05	8626 86	6996 15	31164 06	22568 39	3495 17	128 60	1542 10	3429 80
Chickasaw	804 72	3418 39	831 69	5054 80	2066 82	909 75	....	736 06	1342 17
Clarke	2653 02	3494 95	114 95	6262 92	568 64	1685 38	....	461 13	3547 77
Clay	984 04	7789 78	265 95	9039 77	2159 79	2573 56	344 68	2381 14	1580 60
Clayton	4368 62	3361 05	1397 37	9127 04	5455 67	1803 40	127 25	342 38	1398 34
Clinton	3450 10	14830 22	238 71	18519 03	5141 79	4935 28	....	3583 75	4858 21
Crawford	2652 77	7551 70	213 75	10418 22	3137 45	3904 75	385 45	1588 24	1402 33
Dallas	3915 98	6283 86	1772 63	11972 47	3431 39	3422 89	76 77	1545 53	3495 89
Davis	427 96	1650 27	23 58	2101 81	56 79	976 38	....	364 14	704 50
Decatur	2569 78	5701 74	4884 99	13156 51	4624 28	4611 96	200 00	2970 10	750 17
Delaware	1577 34	5032 72	465 89	7075 95	642 70	2620 48	31 50	771 02	3010 25
Des Moines	802 35	8777 33	20270 35	29850 03	12717 00	9098 42	....	286 67	7747 94
Dickinson	2697 17	4879 11	407 75	7984 03	4668 25	834 26	124 95	774 16	1582 41
Dubuque	1972 37	14126 75	3630 95	19730 07	4354 07	13222 55	20 64	623 57	1509 24
Emmet	2157 83	7722 59	155 73	10036 15	6195 68	1363 72	81 70	455 39	1939 66
Fayette	1402 82	4514 07	184 44	6101 33	1275 42	1739 44	....	556 43	2530 04
Floyd	3613 60	3262 68	34 13	6910 41	821 55	4265 17	....	1022 74	800 95
Franklin	3562 88	8116 04	1122 60	12801 52	2755 26	4679 19	....	510 97	4856 10
Fremont	4070 42	5247 11	884 89	10202 42	3285 35	3063 22	123 00	462 10	3268 75
Greene	2358 86	3591 89	72 35	6023 10	1060 58	2034 75	14 40	60 13	2853 24
Grundy	2005 72	2166 07	1354 57	5526 36	3848 20	711 05	....	345 32	621 79
Guthrie	3680 98	6442 52	18542 64	28666 14	10361 90	5417 20	....	2352 51	10534 53
Hamilton	5641 63	6893 96	1883 11	14418 70	5067 85	4409 35	....	1323 78	3617 72
Hancock	3815 85	13526 63	503 77	17846 25	8068 46	1291 73	339 95	2634 70	5511 41
Hardin	2142 10	11286 81	18899 55	32328 46	8518 28	19190 07	6 50	1942 83	2670 78
Harrison	3876 00	7922 62	12348 55	24147 17	3990 29	16644 21	....	2323 83	1188 84
Henry	660 92	6485 80	19 66	7166 38	4868 59	1512 58	....	228 98	556 23
Howard	1522 22	5481 89	6005 03	13009 14	6451 75	2339 23	15 00	307 56	3895 60
Humboldt	1093 01	4841 59	2368 50	8303 10	2868 26	1374 55	60 51	925 88	3073 90
Ida	2143 80	2152 17	2315 11	6611 08	3629 78	778 45	....	1707 66	495 19
Iowa	3534 80	6105 00	641 09	10280 89	3502 06	2630 96	96 90	1459 41	2591 56
Jackson	5010 13	5252 04	1047 88	11310 05	4445 51	641 00	443 90	2304 44	3475 20
Jasper	14148 78	11257 79	635 42	26041 99	15170 19	7772 99	... .	737 14	2361 67

REPORTS FOR 1896—CONTINUED.

FINANCES.

CONTINGENT FUND										
DEBIT.			Total debit or credit.	CREDIT.						
On hand at last report.	Received from district tax.	Received from other sources.		Paid for fuel, rent, repairs, insur'nce and janitors.	Paid secretaries and treasurers.	Paid for records, dictionaries and apparatus.	Paid for text-books and supplies to be resold.	Paid for general supplies.	Paid for other purposes.	On hand.
$ 4003 46	$14159 95	$ 910 68	$ 19074 09	$ 9617 98	$ 1306 71	$ 340 53	$ 243 40	$ 1856 74	$ 1228 30	$ 4480 43
1743 20	10170 33	705 03	12618 56	4708 34	1096 45	296 73	382 38	1589 42	1459 72	3085 52
5573 51	8778 89	949 60	15302 00	5865 62	1051 78	154 32	379 42	1205 98	894 17	5750 71
3872 53	16104 83	2595 88	22573 24	13277 32	982 89	200 20	134 15	759 44	1645 57	5573 67
5444 13	12730 77	394 21	18569 11	8054 80	1053 50	716 34	....	1631 57	831 98	6280 92
9443 25	19282 06	1904 92	30630 23	14846 87	1785 91	280 80	92 60	1700 54	1544 65	10378 86
6237 87	23293 15	923 89	30454 91	15811 97	1605 36	863 11	121 15	2084 81	2451 31	7517 20
4368 72	19608 46	3381 88	27359 06	14626 20	1775 50	1033 26	177 41	1865 67	2930 42	4950 60
4302 89	10066 86	448 85	14818 60	6344 72	1121 05	282 83	18 76	967 32	567 50	5516 42
4592 54	19785 93	4973 81	29352 28	16472 16	1240 84	713 50	113 56	2090 14	2868 17	5853 91
6441 49	15831 24	1574 67	23847 40	9468 77	1220 42	543 89	699 04	2750 55	1601 23	7563 50
8579 04	15707 53	1268 26	25554 83	9940 58	1537 60	597 29	50 63	1324 36	1330 58	10773 79
5476 94	15605 45	2396 99	23479 38	9373 96	1495 18	795 23	536 25	4048 49	779 23	6451 04
5020 23	18077 33	3946 69	27044 25	12111 47	1594 45	526 60	1396 53	1662 60	4224 90	5527 70
10279 90	16879 12	1353 24	28512 26	12817 35	1531 31	457 17	616 71	2782 52	1268 72	9038 48
8044 40	13531 31	1382 15	22957 86	9771 94	1412 57	684 79	176 20	1095 74	3224 11	6592 51
5867 29	21463 35	7900 47	35231 11	16204 41	1179 25	1452 67	87 95	2283 31	7448 67	6574 85
7152 23	17415 20	2159 14	26726 57	10959 76	1654 27	663 19	13 92	2603 98	2078 28	8753 17
3275 40	10458 20	1063 43	14797 03	5823 08	1089 90	490 90	439 13	918 77	2226 84	3808 41
3036 53	10023 07	181 52	13241 12	6729 55	837 10	126 60	....	829 64	127 52	4590 71
4093 50	12464 83	2513 45	19071 78	7166 44	1082 08	360 17	1194 87	973 53	2784 66	5510 03
6516 74	14923 12	2096 78	23536 64	7866 69	1679 58	417 30	701 73	1506 15	2655 95	8709 24
13105 78	27058 33	3598 04	43762 15	21267 62	2245 65	977 17	150 30	2820 51	4873 12	11427 78
10902 03	18331 33	2306 91	31540 27	11834 93	1710 85	298 44	1380 52	2681 16	1397 41	12236 96
6159 57	21904 53	2019 29	30083 39	12932 79	1590 10	978 05	196 62	3069 17	3073 28	8243 38
1330 36	7719 65	478 75	9528 76	4205 62	916 44	279 02	2 75	509 08	130 30	3485 55
4041 74	7416 56	3061 45	14519 75	5821 88	1054 68	390 72	....	2071 42	1682 17	3498 88
4907 69	12545 10	980 57	18433 36	7289 69	1184 24	1292 05	211 31	2056 95	1163 30	5235 82
2566 65	30727 06	576 47	33870 18	17063 97	1217 62	744 46	1 02	1911 15	9773 27	3158 69
1316 08	7563 70	284 53	9164 31	3917 91	837 50	569 34	....	765 28	479 61	2594 67
4598 43	42241 35	1293 60	48133 38	29847 32	2850 97	1127 38	....	6408 17	1475 58	6423 96
2807 18	8194 97	49 26	11051 41	5384 61	492 65	561 37	....	1293 07	714 37	2605 34
5318 75	14082 29	989 34	20390 38	10545 56	1491 85	419 90	50	1140 10	1647 74	5144 73
3269 77	15423 87	1656 05	20349 69	8520 92	847 59	1172 08	111 90	860 22	5172 30	3664 68
4165 88	14703 30	1054 32	19923 50	9303 93	1505 72	711 44	158 61	1488 21	1366 49	5389 10
5303 25	14082 85	6421 27	25807 37	8962 48	1220 69	108 70	14 59	1496 07	8382 56	5622 28
6911 72	13491 39	661 04	21064 15	9917 24	1373 33	399 15	557 63	2450 91	934 48	5431 41
2572 02	10839 14	1960 11	15371 27	7184 46	1094 50	333 49	80 47	638 77	2376 74	3662 84
8629 21	16606 16	2150 07	27385 44	12105 18	1210 37	975 56	175 67	3055 18	1487 47	8376 01
6009 71	12018 11	2626 16	20653 98	6081 87	1428 85	235 83	52 00	1356 26	5391 88	6107 29
4152 26	14242 90	1370 00	19765 16	8191 40	998 90	1401 96	290 92	1452 86	2070 53	5358 59
8013 52	20849 22	1725 51	30588 25	12484 37	1641 00	225 04	172 25	5162 04	2091 87	8811 68
8554 66	21895 51	1523 45	31973 62	14146 54	1746 10	866 35	186 46	2840 46	2933 17	9254 54
5853 67	10096 79	1600 82	17551 28	6975 54	1215 64	342 80	....	1553 09	1385 32	6078 89
3176 78	11214 28	1705 26	16096 32	7036 54	782 63	325 10	....	1128 53	2444 39	4379 13
2948 58	10554 77	1701 68	15205 03	6473 05	783 05	729 44	76 68	604 96	1401 17	5136 68
4291 06	10981 30	815 71	16088 07	8232 45	1052 50	140 20	268 33	931 43	610 74	4852 42
6168 26	15360 18	4320 12	25848 56	10083 58	1561 88	967 67	640 90	1072 19	4653 70	6868 64
6280 02	13510 62	1378 16	21168 80	8251 64	1831 51	618 04	336 32	1515 49	2384 27	6231 53
10177 22	16623 12	1821 94	28622 28	11800 07	1589 58	1001 41	1507 79	1454 03	778 87	10490 53

ABSTRACT [B]—

SCHOOL

COUNTIES.	SCHOOLHOUSE FUND.								
	DEBIT.			Total debit or credit.	CREDIT.				
	On hand at last report.	Received from district tax.	Received from other sources.		Paid for schoolhouses and sites.	Paid on bonds and interest.	Paid for libraries and apparatus.	Paid for other purposes.	On hand.
Jefferson	$ 321 25	$ 6193 20	$ 452 75	$ 6967 20	$ 2432 44	$ 2197 18	$ 27 37	$ 858 57	$ 1451 64
Johnson	2423 47	3702 38	3787 07	9912 92	5408 93	1809 27	146 48	987 10	1561 14
Jones	5521 65	3541 68	8123 26	17186 59	9650 91	1327 29	....	397 25	5811 14
Keokuk	1714 61	3663 58	16617 61	21995 80	12978 58	4875 08	22 40	1093 07	3026 67
Kossuth	3744 35	16008 88	7255 68	27008 91	16680 43	3327 38	393 50	2318 50	4289 10
Lee	22677 76	9152 84	4422 04	36252 64	23404 34	8749 00	277 99	30 94	3790 37
Linn	6592 45	26756 37	5809 93	39158 75	10871 49	24074 85	50 94	820 06	3341 41
Louisa	795 57	2626 51	427 86	3849 94	451 90	1464 04	59 24	494 20	1380 56
Lucas	2428 03	4536 11	4412 22	11376 36	6210 64	2732 67	447 65	465 84	1519 56
Lyon	9768 38	16647 31	18449 32	44865 01	11557 62	6280 79	564 79	6570 04	19891 77
Madison	5871 41	3301 07	428 67	9601 15	7341 57	1446 22	....	531 27	282 09
Mahaska	856 28	5739 15	1900 79	8496 22	3517 90	2457 32	584 88	1234 45	701 67
Marion	5451 16	5771 94	1803 28	13026 38	1872 50	5118 79	... .	5330 31	704 78
Marshall	2691 43	21120 29	21252 60	45064 32	32361 48	7311 68	89 98	2242 71	3058 47
Mills	3479 61	4282 18	1500 30	9262 09	5025 33	2643 86	54 30	391 14	1147 46
Mitchell	452 42	4814 67	605 69	5872 78	1496 44	2291 27	25 50	614 52	1445 05
Monona	4406 76	7654 13	2138 19	14199 08	5450 16	2413 30	....	1063 51	5272 11
Monroe	1529 92	3841 76	236 55	5608 23	2090 87	2489 54	... ...	388 81	639 01
Montgomery	1239 65	6858 72	25 00	8123 37	825 24	5010 10	233 52	938 58	1115 93
Muscatine	133 67	6568 06	9923 05	16624 78	12488 65	1595 00	....	776 35	1764 78
O'Brien	2282 90	8332 88	17076 96	27692 74	18832 37	2574 50	128 93	1152 23	5004 71
Osceola	3182 29	6144 82	14 76	9341 87	1926 09	1856 73	415 20	2558 20	2585 65
Page	3747 73	5236 52	288 51	9272 76	3516 47	2377 56	32 30	102 40	3244 03
Palo Alto	3246 08	7300 19	7258 20	17804 47	9605 06	654 67	76 96	1838 68	5629 10
Plymouth	4257 79	13120 77	1049 85	18428 41	6596 66	2201 41	60 75	2646 82	6922 77
Pocahontas	2794 44	6659 85	966 77	10421 06	4901 67	1182 30	... .	1170 08	3167 01
Polk	8626 63	50356 29	32360 73	91343 65	43407 02	30303 51	... ..	11146 80	6486 32
Pottawattamie	3772 52	17985 25	7377 60	29135 37	11187 12	10606 28	68 00	1733 07	5540 90
Poweshiek	2200 07	6195 07	3652 56	12047 70	2708 82	2366 57	12 90	3188 70	3770 71
Ringgold	13062 67	3935 55	4411 73	21409 95	16418 43	1818 04	24 28	1209 07	1940 13
Sac	2055 06	6199 86	1031 41	9286 33	715 75	4217 73	84 00	2481 04	1787 81
Scott	1172 31	2542 80	603 02	4318 13	1527 68	394 23	93 21	416 67	1886 34
Shelby	1153 64	6070 71	364 73	7589 08	1260 71	1056 20	....	2099 99	3172 18
Sioux	6895 73	12657 03	6666 58	26219 34	12053 71	4341 13	886 46	2676 83	6261 21
Story	3482 83	8062 81	95 82	11641 46	4433 56	3820 14	31 00	1086 65	2270 11
Tama	3512 64	10946 39	9768 51	24227 54	2076 65	14085 43	63 60	3721 44	4280 42
Taylor	869 79	2669 42	1257 79	4797 00	2332 34	1137 75	....	530 97	795 94
Union	2952 25	13530 85	2753 40	19236 50	4247 36	7645 92	806 46	280 02	6256 74
Van Buren	2466 39	3275 41	7517 58	13259 38	8677 49	3075 07	106 00	644 13	756 69
Wapello	674 27	13663 42	3469 02	17806 71	2340 55	12035 26	68 19	1650 63	1712 08
Warren	5242 33	5765 03	3294 64	14302 00	7538 58	4498 96	103 30	536 69	1624 47
Washington	1147 62	3402 09	11548 19	16097 90	3965 45	3495 44	7 25	455 60	8174 16
Wayne	5874 98	7686 21	1183 21	14744 40	3994 91	4647 25	8 64	1776 89	4316 71
Webster	3471 62	6420 79	6658 33	16550 74	11829 26	2185 98	....	708 79	1826 71
Winnebago	1822 16	5344 62	9417 21	16583 99	10020 21	987 17	126 98	1218 28	4231 35
Winneshiek	992 78	3057 34	33415 25	37465 37	12337 38	269 55	8 98	368 45	24481 01
Woodbury	3904 51	25813 09	23712 87	53430 47	20550 56	18884 06	38 95	10054 13	3902 77
Worth	509 08	2749 98	600 00	3859 06	1773 67	646 70	....	330 50	1108 19
Wright	10472 08	10710 88	3937 23	25120 19	16179 88	3668 12	338 04	1907 37	3026 78
Totals	353640 54	766853 88	483812 51	1604306 93	678063 73	438022 15	10692 52	153672 65	323855 88

REPORTS FOR 1896—CONTINUED.

FINANCES.

CONTINGENT FUND.										
DEBIT.				CREDIT.						
Oh hand at last report.	Received from district tax.	Received from other sources.	Total debit or credit.	Paid for fuel, rent, repairs, insurance and janitors.	Paid secretaries and treasurers.	Paid for records, dictionaries and apparatus.	Paid for text-books and supplies to be resold.	Paid for general supplies.	Paid for other purposes.	On hand.
$ 3752 06	$ 7535 04	$ 824 73	$ 12111 83	$ 6221 79	$ 909 64	$ 67 81	$ 19 03	$ 679 24	$ 319 27	$ 3895 05
4619 29	23939 98	1622 51	30181 78	16000 52	1314 65	486 68	....	2119 25	3544 47	6716 21
4368 41	15217 61	2778 44	22364 46	9338 80	1350 92	889 86	347 44	1528 39	4124 84	4784 21
6864 27	11634 63	3654 88	22153 78	10041 86	1644 17	226 90	438 35	1152 79	2431 33	6168 38
5285 96	19167 34	1700 28	26153 58	11702 82	2028 98	468 25	629 59	1741 66	1950 23	7632 05
4749 06	19071 52	10410 36	34230 94	14847 56	1284 20	1197 15	28 80	2842 24	10551 43	3479 56
10838 56	41129 77	1546 41	53514 74	26464 45	2284 33	1013 26	200 16	2846 35	7063 81	13642 38
1688 09	8193 43	1268 24	11149 76	5216 68	837 20	358 14	....	1301 20	1098 92	2337 62
2435 87	9441 60	525 13	12402 60	6604 23	1102 91	45 74	29 94	752 14	402 82	3464 82
3897 27	14930 60	1145 34	19973 21	7588 61	1563 10	664 76	20 64	2410 50	1133 91	6591 69
4781 32	12610 76	844 42	18236 50	7912 90	1063 61	146 29	229 00	971 80	1401 45	6511 45
4586 41	21179 81	3451 59	29217 81	12597 01	1675 71	136 54	54 95	2377 69	6666 22	5709 69
6133 12	15147 67	7037 94	28318 73	9136 92	1670 00	916 02	666 52	1059 62	8619 79	6249 86
7030 42	29659 33	3345 32	40035 07	16796 70	1362 46	1595 18	1452 70	2386 29	9000 68	7441 06
4589 04	10205 66	5652 81	20447 51	6691 34	1477 01	358 09	465 56	2303 85	5222 51	3929 15
2257 28	10750 71	2492 07	15500 06	7988 56	860 58	176 36	34 50	2023 89	2014 05	2402 12
6124 62	11777 83	546 45	18448 90	7540 79	920 35	604 49	....	2096 83	840 44	6446 00
1959 92	7820 88	371 10	10151 90	4365 85	1065 77	187 95	96 90	304 80	1075 74	3054 89
3636 38	14832 21	3398 95	21867 54	10225 52	1067 90	976 64	797 74	2689 79	1404 91	4705 04
3747 17	21083 71	4048 75	28879 63	13456 62	1521 08	129 41	2851 78	3129 31	2339 19	5452 24
6231 47	14809 76	1822 49	22863 72	10720 15	1300 35	429 08	1523 83	1676 16	969 87	6244 28
3634 88	8136 61	731 50	12502 99	4839 66	816 99	652 82	250 78	763 55	762 78	4416 41
5775 36	16462 07	2867 91	25105 34	10952 34	1529 18	564 67	1227 68	2048 18	3530 33	5252 96
3760 83	10838 03	859 50	15458 36	7731 98	1059 95	452 88	69 57	1236 70	639 52	4267 76
6507 12	20695 40	1467 50	28670 02	10958 39	2458 35	656 67	39 30	1947 24	2373 62	10236 45
6095 97	13948 12	1483 18	21527 27	9147 75	1208 14	877 49	605 08	949 61	716 83	8022 37
20748 49	62430 20	13672 76	96851 45	43841 64	3394 25	1047 94	6819 98	15479 91	7769 86	18497 87
11880 57	46383 33	5758 74	64022 64	26957 38	2430 75	1145 60	2475 60	5320 74	6505 89	19186 68
4315 21	17439 77	3701 09	25456 07	12669 90	1089 90	166 11	284 04	1617 80	2997 82	6630 50
2882 61	10346 69	1338 63	14567 93	7372 49	1053 48	166 94	....	1061 86	1633 87	3279 29
5197 90	14763 52	1738 36	21699 78	8710 45	1102 27	325 53	306 03	1377 76	2094 91	7782 83
9052 22	30026 00	6805 23	45883 45	19036 18	3031 75	1161 66	3583 19	1496 05	3455 22	14119 40
9132 78	15714 93	538 01	25385 72	8369 64	1578 39	401 49	68 30	1740 13	2095 67	11132 10
8898 23	22880 89	3058 38	34837 50	15682 13	2108 78	937 06	82 11	1989 13	4084 36	9953 93
5713 15	17774 34	1685 13	25172 62	9009 83	1525 94	445 72	1005 58	1755 72	2827 73	8602 10
9644 17	20613 41	1009 65	31267 23	12812 68	2005 69	678 96	5 60	1561 28	3021 60	11181 42
5875 91	14489 53	1472 84	21838 28	10260 61	1425 44	1107 13	565 50	1418 89	1438 38	5622 33
3868 33	15505 82	5221 83	24595 98	12773 69	1271 54	153 16	1824 94	2867 92	1826 37	3878 36
4399 92	7264 34	563 53	12227 79	5008 07	941 66	266 87	....	1172 39	753 12	4085 68
4774 61	21376 59	2099 43	28250 63	15332 95	1331 50	651 27	176 59	1984 25	1843 35	6930 72
6718 87	11570 38	941 07	19230 32	6635 31	1292 03	470 10	859 05	1822 66	2533 22	5567 95
5120 57	11924 12	2831 10	19875 79	7235 19	1200 25	458 16	23 64	1194 59	3649 23	6114 73
7001 58	10987 43	1510 66	19499 67	7662 99	954 48	582 99	11 52	1859 77	1387 38	7040 54
5656 64	18827 04	1986 37	26470 05	9996 46	1929 66	813 68	904 62	2158 85	4302 99	6363 79
4294 07	9605 46	2439 78	16339 31	5405 28	933 30	508 41	486 33	777 78	3195 31	5032 90
4054 81	10720 88	321 14	15096 83	7259 70	1238 69	175 53	3 45	791 58	856 13	4771 75
36917 06	54128 64	3253 50	94299 20	35889 16	2351 86	1503 79	776 76	8169 13	3435 79	42172 71
3791 12	8609 15	412 46	12812 73	4692 85	452 15	177 06	....	1097 99	940 89	5451 79
7855 91	14489 27	796 10	23141 28	10123 44	1178 50	354 14	....	1511 82	2260 02	7713 36
590042 52	1654731 17	224209 01	2468982 70	1081605 96	138010 88	58188 92	46491 40	197896 29	263598 65	683190 60

ABSTRACT [C]—

EXAMINATION

COUNTIES.	1st class certificates issued.*		1st grade certificates issued.		2d grade certificates issued.		3d grade certificates issued.		Special certificates issued.†		Kind'g'rtn certificates issued.	
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
Adair	21	62	20	43	28	154	......	......	......	......	......	......
Adams	5	24	9	27	35	155	......	......	......	......	......	......
Allamakee	8	31	5	18	21	88	11	84	......	......	......	......
Appanoose	20	29	7	13	47	116	......	11	2	1	......	......
Audubon	8	10	10	10	17	89	7	45	......	......	......	......
Benton	14	20	22	84	50	153	......	......	1	......	......	......
Black Hawk	6	62	9	20	47	165	......	......	5	11	......	......
Boone	1	4	21	28	7	87	37	103	......	......	......	......
Bremer	......	......	8	73	15	103	2	14	......	1	......	1
Buchanan	7	29	4	16	29	144	......	2	......	......	......	......
Buena Vista	21	53	13	30	22	132	......	6	......	......	......	......
Butler	7	70	4	16	26	120	......	......	......	2	......	......
Calhoun	5	41	23	12	14	76	8	49	......	......	......	......
Carroll	24	91	21	26	41	95	......	......	......	......	......	......
Cass	7	41	10	38	20	196	......	1	......	......	......	......
Cedar	6	35	7	23	8	178	......	......	......	......	......	......
Cerro Gordo	......	......	13	35	12	55	1	14	......	......	......	......
Cherokee	16	57	16	18	21	112	8	46	......	......	......	......
Chickasaw	8	39	12	16	16	90	6	22	......	......	......	......
Clarke	6	26	9	23	45	155	......	......	......	......	......	......
Clay	12	52	22	43	30	108	......	......	......	......	......	......
Clayton	2	......	10	46	33	201	......	......	2	......	......	......
Clinton	11	55	9	80	14	197	4	55	......	3	......	......
Crawford	10	79	13	29	36	141	2	14	......	......	......	......
Dallas	4	24	7	24	42	174	22	94	......	......	......	......
Davis	19	34	9	7	36	100	......	......	......	1	......	......
Decatur	7	22	13	23	45	130	......	......	......	......	......	......
Delaware	4	10	3	10	21	130	8	66	......	......	......	......
Des Moines	8	12	19	114	29	92	......	......	......	......	......	......
Dickinson	3	33	7	21	5	76	......	......	......	......	......	......
Dubuque	......	......	22	113	16	251	......	......	3	1	......	8
Emmet	4	21	10	22	8	60	1	17	......	3	......	......
Fayette	13	41	10	9	31	219	......	......	......	......	......	......
Floyd	4	51	3	8	7	61	6	56	......	2	......	......
Franklin	7	38	6	27	22	71	6	68	1	......	......	......
Fremont	14	29	5	8	39	137	......	......	......	......	......	......
Greene	1	......	26	85	16	136	4	18	1	6	......	......
Grundy	6	10	20	48	22	61	30	42	......	......	......	......
Guthrie	35	83	17	70	40	153	......	......	......	......	......	......
Hamilton	1	9	1	3	20	121	16	68	2	......	......	2
Hancock	2	16	8	17	31	109	5	49	......	......	......	......
Hardin	......	......	16	140	35	185	......	......	......	......	......	......
Harrison	4	5	29	113	24	135	......	......	......	......	......	......
Henry	4	21	8	24	31	148	......	......	......	1	......	......
Howard	4	17	14	62	15	59	10	43	......	......	......	......
Humboldt	6	18	4	24	17	65	9	57	......	......	......	......
Ida	5	11	15	50	30	87	......	......	......	......	......	......
Iowa	20	60	19	30	12	70	9	20	......	......	......	......

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* Since July 4, 1896, for two years.

† To teach only one or a few branches.

REPORTS FOR 1896.

OF TEACHERS.

Total number issued.		Applicants rejected.		Applicants examined.		Different persons licensed.		Av. age of applic'ts		No experience in teaching.		Taught less than one year.		Holding st'te certificates or diplomas.	
Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
69	259	27	63	96	322	62	251	29	22	7	8	10	20	1	....
49	206	2	6	51	212	42	172	22	20	74	47	7	21	4	3
45	221	9	53	54	274	35	176	26	19	14	36	21	53	1	3
76	170	3	9	79	179	72	148	25	21	12	32	9	35	4	2
42	154	9	34	51	188	40	150	29	26	4	21	7	13	1	1
87	257	10	56	97	313	60	221	25	23	12	54	10	55	7	5
67	258	17	32	84	290	62	233	25	23	10	38	9	20	7	11
66	222	15	42	81	264	58	183	28	22	13	40	8	21	2	10
25	192	3	39	28	231	21	138	29	23	7	15	3	11	1	2
40	191	3	6	43	197	34	159	24	20	2	27	3	17	3	5
56	221	2	38	58	259	51	205	25	23	4	15	2	8	.....	....
37	208	7	30	44	238	30	200	25	22	10	35	7	6	6	7
50	178	3	25	53	203	43	144	27	22	8	21	7	26	6	4
86	212	11	30	97	242	77	183	24	22	18	20	11	35	4	4
37	276	10	89	47	365	36	171	24	22	8	17	11	39	4	15
21	236	6	38	27	274	16	227	26	23	7	21	10	41	4	6
26	104	5	50	31	154	26	97	27	21	5	16	3	16	2	2
61	233	12	50	73	283	50	176	27	21	9	18	10	38	4	10
42	167	11	35	53	202	33	139	24	23	6	10	5	13	2	3
60	204	6	28	66	232	44	153	25	23	7	28	9	22	1	2
64	203	15	44	79	247	53	138	26	23	10	37	10	15	.....	....
47	247	17	61	64	308	43	242	24	22	9	36	11	67	4	1
38	390	4	54	42	444	35	326	29	24	5	90	5	66	3	21
61	263	......	30	61	293	46	197	27	21	5	20	14	50	3	1
75	316	3	15	78	331	69	252	26	22	6	30	3	33	4	7
64	142	4	20	68	162	60	123	24	23	16	19	25	41	1	....
65	175	6	37	71	212	56	152	25	21	16	25	8	27	1	1
36	216	7	49	43	265	29	163	26	20	4	51	3	27	.....	1
56	218	2	6	58	224	36	150	34	29	3	6	6	17	8	31
15	130	1	3	16	133	15	130	27	23	2	6	1	9	4	....
41	373	......	17	41	390	41	299	37	26	2	28	5	32	.....	2
23	123	2	7	25	130	22	103	25	24	4	31	3	20	2	1
54	269	14	68	68	337	45	224	26	23	10	19	12	24	3	....
20	178	2	27	22	205	13	156	24	23	6	29	3	14	6	2
42	204	5	48	47	252	36	162	25	23	11	33	6	14	2	7
58	174	3	58	61	232	44	155	27	24	2	15	5	20	3	3
48	245	4	77	52	322	45	125	23	23	12	44	15	21	3	3
78	161	8	29	86	190	68	143	23	22	20	33	12	26	4	6
92	306	7	19	99	325	65	240	27	23	8	15	8	12	1	1
40	203	6	59	46	262	28	138	26	22	7	14	5	34	2	1
46	191	1	32	47	223	36	140	24	22	3	19	8	29	1	3
51	325	15	53	66	378	42	213	26	21	11	52	18	96	6	7
57	253	25	80	82	333	25	185	25	22	3	39	8	27	6	5
43	194	4	19	47	213	42	163	25	23	12	26	9	29	2	2
43	181	8	26	51	207	35	123	24	23	5	33	3	21	1	4
36	164	12	39	48	203	31	144	26	23	10	14	5	33	1	....
50	148	10	38	60	186	30	140	21	20	6	18	.....	20	3	4
60	180	20	81	80	261	60	180	22	21	20	60	10	30	.....	....

ABSTRACT [C]—

EXAMINATION

COUNTIES.	1st class certificates issued.*		1st grade certificates issued.		2d grade certificates issued.		3d grade certificates issued.		Special certificates issued.†		Kind'g'rtn certificates issued.	
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
Jackson	1	4	18	109	28	142	10	18	......	......	......	......
Jasper	8	22	13	20	8	68	36	167	......	2	......	......
Jefferson	4	8	2	4	34	106	6	37	......	......	......	......
Johnson	6	64	5	48	22	163	......	......	......	......	......	......
Jones	3	4	19	93	33	145	......	......	......	......	......	......
Keokuk	26	21	23	17	55	187	......	......	......	......	......	......
Kossuth	......	......	18	122	30	121	......	......	......	3	......	......
Lee	2	6	16	74	37	172	......	......	......	3	......	......
Linn	......	......	25	190	34	219	......	......	......	......	......	......
Louisa	8	22	13	18	25	79	15	33	......	......	......	......
Lucas	3	16	3	12	42	161	......	......	......	......	......	......
Lyon	18	51	7	5	26	110	......	......	......	......	......	......
Madison	5	39	5	12	31	113	......	......	......	......	......	......
Mahaska	17	74	5	15	49	181	......	......	1	......	......	8
Marion	13	47	6	13	25	136	7	26	......	......	......	......
Marshall	10	70	6	12	61	233	......	......	......	......	......	5
Mills	1	3	7	18	11	130	11	75	......	......	......	......
Mitchell	4	13	10	9	36	162	......	......	......	......	......	......
Monona	9	44	10	27	31	152	......	......	......	......	......	......
Monroe	6	15	6	10	19	54	21	79	......	......	......	......
Montgomery	5	12	1	7	24	81	13	60	1	2	......	......
Muscatine	10	36	5	31	15	85	......	......	......	......	......	......
O'Brien	13	72	17	24	21	95	......	......	......	2	......	......
Osceola	......	......	30	45	10	61	......	......	......	......	......	1
Page	4	5	4	5	47	211	......	......	......	......	......	......
Palo Alto	11	49	10	25	13	70	7	27	......	......	......	......
Plymouth	8	43	9	19	49	153	2	23	......	......	......	......
Pocahontas	12	60	22	39	27	154	......	......	......	......	......	......
Polk	27	97	21	164	41	230	2	16	......	......	......	......
Pottawattamie	18	84	8	7	46	312	......	......	......	6	......	......
Poweshiek	15	60	6	7	13	74	18	103	......	......	......	......
Ringgold	12	19	16	27	37	124	......	......	......	......	......	......
Sac	7	4	26	31	21	104	8	70	......	......	......	......
Scott	5	9	11	39	46	175	......	......	4	16	......	......
Shelby	10	2	46	51	37	98	2	3	......	......	......	......
Sioux	17	37	9	11	34	109	8	44	1	14	......	......
Story	7	40	17	19	68	158	......	......	......	......	......	......
Tama	27	81	13	34	36	172	......	......	......	......	......	......
Taylor	4	17	21	33	56	198	......	......	......	......	......	......
Union	13	94	9	20	9	83	8	28	1	1	......	......
Van Buren	5	30	3	16	32	86	9	50	......	......	......	......
Wapello	2	32	5	14	45	221	......	......	......	......	......	......
Warren	16	30	15	52	40	166	......	......	......	......	......	......
Washington	3	16	......	......	47	212	......	......	......	......	......	......
Wayne	25	27	12	26	42	115	......	......	......	......	......	......
Webster	3	30	4	13	18	134	5	73	......	......	......	......
Winnebago	4	25	9	29	18	48	2	9	......	......	......	......
Winneshiek	7	5	19	63	24	64	12	57	2	10	......	......
Woodbury	1	3	36	237	25	181	......	......	......	......	......	2
Worth	7	38	7	13	31	86	......	......	......	......	......	......
Wright	4	25	15	46	20	119	5	48	......	......	......	......
Totals	846	3080	1231	3794	2857	12953	419	2110	27	91	......	27

* Since July 4, 1896, for two years.
† To teach only one or a few branches.

REPORTS FOR 1896—CONTINUED.

OF TEACHERS.

Total number issued.		Applicants rejected.		Applicants examined.		Different persons licensed.		Av. age of applic'ts.		No experience in teaching.		Taught less than one year.		Holding st'te certificates or diplomas.	
Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
57	273	6	22	63	295	50	260	30	22	10	35	10	40	3	8
65	279	32	191	97	470	60	256	24	21	5	18	8	9	5	4
46	155	6	39	52	194	43	117	27	22	6	14	12	50	2	....
33	275	8	71	41	346	27	255	23	21	2	36	3	32	3	6
55	242	14	59	69	301	44	191	24	23	5	21	10	21	4	4
104	225	47	124	151	349	60	150	25	23	11	16	12	20	3	3
48	246	10	35	58	281	37	230	26	22	6	24	9	33	4	2
55	255	4	21	59	276	54	224	28	21	8	55	12	55	5	....
59	409	8	24	67	433	55	402	29	26	12	35	21	62	8	8
61	152	10	31	71	183	51	121	25	22	11	16	12	16	3	3
48	189	21	131	69	320	38	124	27	25	10	7	11	30	1	1
51	166	9	6	60	172	41	134	25	21	12	33	7	21	3	7
41	164	25	105	66	269	32	142	25	23	6	21	8	19	3	2
72	278	15	57	87	335	64	241	28	24	8	24	4	25	6	4
51	222	4	30	55	252	46	190	26	22	8	25	10	30	7	2
77	320	31	107	108	427	52	230	25	22	5	24	8	18	8	12
30	226	7	43	37	269	25	103	29	24	3	6	.....	4	5	3
50	184	16	53	66	237	40	126	24	22	7	41	8	20	5	4
50	223	3	23	53	246	46	217	24	21	17	50	10	26	1	1
52	158	23	66	75	224	41	134	26	22	8	17	4	31	2	....
44	162	6	23	50	185	42	146	24	22	11	23	10	25	2	8
30	152	17	72	47	224	30	152	26	24	2	3	12	47	4	5
51	193	12	41	63	234	42	158	26	22	5	20	8	23	2	6
40	107	4	14	44	121	32	81	25	21	5	17	3	26	3	4
55	221	17	47	72	268	38	175	27	24	8	50	10	30	.....	....
41	171	19	52	60	223	35	136	24	20	6	18	6	14	3	1
68	238	6	34	74	272	66	238	26	23	20	39	10	39	2	5
61	253	7	34	68	287	51	184	26	22	9	48	7	27	4	3
91	507	30	119	121	626	88	470	26	24	28	73	7	45	8	14
72	409	13	35	85	444	64	376	24	20	4	46	10	64	7	7
52	244	8	26	60	270	45	178	26	24	4	25	11	42	2	3
65	170	12	48	77	218	46	150	28	22	12	33	10	23	2	1
62	209	3	17	65	226	54	170	29	22	8	35	17	61	3	3
66	239	1	5	67	244	62	229	32	23	6	28	5	10	9	2
95	154	6	27	101	181	89	129	26	22	8	13	19	41	3	9
69	215	5	38	74	253	62	191	26	23	4	19	3	15	8	3
92	217	14	81	106	298	56	190	24	23	9	38	3	12	7	4
76	287	64	125	140	412	63	253	25	22	6	37	7	51	4	1
81	248	25	99	106	347	80	241	25	22	7	24	7	8	1	4
40	226	1	6	41	232	30	168	27	21	5	12	4	12	1	2
49	182	11	39	60	221	45	170	24	23	12	30	7	34	4	....
52	267	5	25	57	292	52	267	21	20	4	5	6	20	3	1
71	248	4	20	75	268	63	204	25	22	5	35	6	40	.....	....
50	228	22	80	72	308	38	200	25	23	9	27	16	26	4	3
79	168	16	18	95	186	79	168	27	21	12	33	40	55	2	1
30	250	8	53	38	303	25	208	24	21	4	23	3	37	1	2
33	111	2	14	35	125	26	85	25	23	9	7	.....	7	1	1
64	199	15	30	79	229	58	147	24	23	13	28	9	27	1	1
62	423	13	31	75	454	40	402	27	21	10	50	12	53	7	12
45	137	7	13	52	150	42	103	24	21	11	24	9	18	3	....
44	238	13	29	57	267	38	183	25	23	3	39	4	32	4	4
5380	22055	1061	4382	6441	26437	4529	18831	*25	*22	884	2782	843	2890	324	393

*Average age.

The certificate of one male was revoked in O'Brien, of one female in Calhoun, and of one female in Henry.

ABSTRACT [D].

VISITATION OF SCHOOLS, APPEALS, ETC., 1896.

COUNTIES.	VISITATION OF SCHOOLS.		EDUCATIONAL MEETINGS.			APPEALS.	C'MP'NSATION OF CO. SUPT.	COLLEGES AND PRIVATE SCHOOLS			
	Schools visited by county superintendent.	Visits made during the year.	County associations.	Township meetings held.	Educational meetings held.	Cases decided by county superintendent.	Received for official services from Oct. 1, 1895, to Oct. 1, 1896.	Number.	Teachers employed.	Students attending.	Number of graduates.
Adair	80	80	Yes..	Yes..	15	....	$ 1166	....	....	......	....
Adams.	52	52	Yes..	Yes..	10	....	1160	1	5	130	12
Allamakee	141	160	No ..	No...	....	....	1212	3	9	426	14
Appanoose	38	38	Yes..	Yes..	21	....	1244	....	....	......	....
Audubon	121	261	Yes..	Yes..	12	....	1236	....	....	......	....
Benton	155	155	Yes..	Yes..	22	1	1240	5	9	488	16
Black Hawk	203	207	No ..	Yes..	10	....	1248	7	20	526	....
Boone	202	245	Yes..	Yes..	37	....	1232	3	6	193	19
Bremer	129	281	Yes .	Yes..	7	....	1204	12	16	551	91
Buchanan	117	148	Yes..	No...	3	....	1248	1	6	100	3
Buena Vista	150	160	Yes..	No...	7	....	1186	3	8	211	3
Butler	165	200	Yes..	No...	7	....	1248	....	....	......	....
Calhoun	143	167	Yes..	Yes .	12	....	1248	....	....	......	....
Carroll	86	94	Yes..	Yes..	52	2	1256	5	19	821	14
Cass	92	124	No...	Yes..	8	1	1248	1	8	60	....
Cedar	106	110	Yes..	Yes..	4	1	1228	....	....	......	....
Cerro Gordo	119	159	Yes..	Yes..	25	1	1200	7	24	266	....
Cherokee	174	234	Yes..	Yes..	21	....	1202	....	....	......	....
Chickasaw	120	225	Yes..	No...	8	....	1252	4	10	360	....
Clarke	76	84	Yes..	Yes..	2	....	1220	....	....	......	....
Clay	140	195	Yes..	Yes..	4	....	1172	1	2	20	....
Clayton	141	211	Yes..	No...	32	1	1252	5	13	325	....
Clinton	128	135	Yes..	Yes..	3	....	1502	12	53	1369	42
Crawford	35	40	Yes..	No...	12	....	1248	4	18	575	39
Dallas	126	136	Yes,.	Yes..	6	....	1252	1	4	37	....
Davis	39	45	Yes..	No...	9	....	1224	1	6	225	24
Decatur	78	78	Yes..	Yes..	7	1	1180	1	8	34	....
Delaware	135	166	Yes..	Yes..	4	....	1206	3	9	134	7
Des Moines	3	7	No...	No ..	....	....	1252	8	49	1423	67
Dickinson	70	140	Yes..	Yes..	13	2	725	....	....	......	....
Dubuque	130	175	Yes..	No...	10	1	1432	30	171	4649	171
Emmet	46	51	Yes..	No...	2	1	912	....	....	......	....
Fayette	125	125	Yes..	Yes..	10	....	1240	1	23	412	21
Floyd	161	263	Yes..	Yes..	9	....	1226	2	17	590	49
Franklin	127	138	Yes..	Yes..	29	....	1248	....	....	......	....
Fremont	154	243	Yes..	Yes..	8	1	1240	1	13	192	6
Greene	144	190	Yes..	Yes..	16	1	1240	2	7	120	11
Grundy	42	42	Yes..	Yes .	10	1	1252	....	....	......	....
Guthrie	152	206	Yes..	Yes .	28	6	1144	2	6	289	12
Hamilton	91	115	Yes..	Yes .	3	2	1256	2	7	194	10
Hancock	116	121	No...	Yes..	11	2	1200	....	....	......	....
Hardin	128	187	Yes..	Yes..	9	1	1232	3	11	343	22
Harrison	148	160	Yes..	Yes..	15	1	1224	1	8	550	21
Henry	87	113	Yes..	Yes..	8	....	1212	4	17	488	23
Howard	102	127	Yes..	No...	6	....	1260	2	10	220	11
Humboldt	64	79	Yes..	No...	2	1	1150	1	9	120	16
Ida	105	210	Yes..	Yes..	28	1	1200	....	....	......	....
Iowa	90	120	Yes..	Yes..	4	....	1248	2	2	92	....
Jackson	50	65	Yes..	Yes..	10	1	1252	6	10	284	....
Jasper	42	93	Yes..	Yes..	16	....	1252	1	7	137	21

ABSTRACT [D]—CONTINUED.

VISITATION OF SCHOOLS, APPEALS, ETC., 1896.

COUNTIES.	VISITATION OF SCHOOLS.		EDUCATIONAL MEETINGS.			APPEALS.	C'MP'NSATION OF CO. SUPT.	COLLEGES AND PRIVATE SCHOOLS			
	Schools visited by county superintendent.	Visits made during the year.	County associations.	Township meetings held.	Educational meetings held.	Cases decided by county superintendent.	Received for official services from Oct. 1, 1895, to Oct 1, 1896.	Number.	Teachers employed.	Students attending.	Number of graduates.
Jefferson	105	107	Yes	No	4	....	$ 1224	2	11	222	20
Johnson	165	205	Yes	Yes	42	1	1176	6	115	1956	355
Jones	93	109	Yes	No	5	....	1248	....	....	....	....
Keokuk	70	70	Yes	Yes	8	....	1256	....	....	....	....
Kossuth	222	222	Yes	No	1	....	1174	1	6	200	12
Lee	12	12	No	No	....	....	1244	4	12	314	22
Linn	150	193	Yes	No	15	....	1252	5	42	822	44
Louisa	54	58	Yes	Yes	10	2	1256	....	....	....	....
Lucas	24	27	Yes	Yes	9	....	916	....	....	....	....
Lyon	90	108	Yes	Yes	16	1	1000	1	2	101	....
Madison	163	281	Yes	Yes	57	....	1272	1	6	102	2
Mahaska	125	129	Yes	Yes	9	2	1256	4	23	441	23
Marion	75	100	No	Yes	70	....	1256	1	9	200	6
Marshall	75	75	Yes	Yes	45	....	1252	8	22	447	29
Mills	60	67	Yes	Yes	5	....	1250	....	....	....	....
Mitchell	110	140	Yes	Yes	7	....	1152	2	15	370	25
Monona	101	135	Yes	Yes	4	....	1252	1	4	100	....
Monroe	83	85	Yes	Yes	4	1	1171	....	....	....	....
Montgomery	79	97	Yes	Yes	3	....	1200	....	....	....	....
Muscatine	43	52	Yes	Yes	11	....	1220	6	23	568	53
O'Brien	136	188	Yes	Yes	8	2	1282	1	2	109	24
Osceola	101	196	Yes	No	22	....	1072	4	6	105	18
Page	150	175	Yes	Yes	10	....	1252	2	33	581	54
Palo Alto	143	229	Yes	Yes	18	....	1164	1	5	192	1
Plymouth	143	180	Yes	Yes	16	....	1248	5	19	892	56
Pocahontas	82	96	Yes	No	3	....	1140	....	....	....	....
Polk	186	186	Yes	Yes	84	....	1650	10	124	4421	355
Pottawattamie	198	212	Yes	Yes	11	2	1240	3	18	441	9
Poweshiek	40	45	No	Yes	5	....	1200	1	30	400	43
Ringgold	158	159	Yes	Yes	9	1	1244	....	....	....	....
Sac	111	140	Yes	Yes	7	....	1248	1	7	154	1
Scott	121	138	Yes	No	2	....	1492	11	65	1267	52
Shelby	86	97	Yes	Yes	21	....	1252	4	11	180	6
Sioux	164	175	Yes	Yes	65	....	1252	8	19	555	25
Story	151	214	Yes	Yes	7	....	1242	....	....	....	....
Tama	58	58	Yes	No	6	....	1226	1	12	155	4
Taylor	75	75	Yes	Yes	10	....	1228	....	....	....	....
Union	110	126	Yes	No	5	1	1200	3	12	400	12
Van Buren	40	47	Yes	Yes	3	2	1248	1	1	50	....
Wapello	125	125	No	Yes	10	....	1250	4	11	383	23
Warren	122	135	Yes	Yes	15	....	1248	2	20	360	7
Washington	152	218	Yes	No	5	....	1240	4	10	380	23
Wayne	93	105	Yes	No	2	1	1240	1	5	120	6
Webster	278	287	Yes	No	3	2	1204	1	7	90	9
Winnebago	100	186	Yes	No	11	....	1200	....	....	....	....
Winneshiek	102	130	Yes	Yes	6	....	1171	7	38	1430	132
Woodbury	175	244	Yes	Yes	12	....	1301	5	24	667	25
Worth	103	195	Yes	Yes	27	1	1245	....	....	....	....
Wright	112	121	Yes	Yes	12	5	1206	....		....	....
Totals	10982	13914	....	....	1347	54	*1226	270	1389	36129	2221

* Average compensation.

ABSTRACT [D]—CONTINUED.

SUMMARY OF SUPERINTENDENTS' WORK, 1896.

COUNTIES.	Schoolrooms.	Separate visits to schools.	Teachers necessary.	Applicants examined.	Certificates granted.
Adair	166	80	168	418	328
Adams	129	52	130	263	255
Allamakee	148	160	151	328	266
Appanoose	180	38	184	258	246
Audubon	128	261	128	239	196
Benton	226	155	232	410	344
Black Hawk	209	207	215	374	325
Boone	211	245	213	345	288
Bremer	130	281	132	259	217
Buchanan	183	148	185	240	231
Buena Vista	169	160	172	317	277
Butler	170	200	170	282	245
Calhoun	171	167	172	256	228
Carroll	176	94	179	339	298
Cass	198	124	202	412	313
Cedar	177	110	179	301	257
Cerro Gordo	187	159	193	185	130
Cherokee	174	234	176	356	294
Chickasaw	139	225	142	255	209
Clarke	125	84	127	298	264
Clay	147	195	148	326	267
Clayton	220	211	221	372	294
Clinton	273	135	291	486	428
Crawford	207	40	208	354	324
Dallas	200	136	204	409	391
Davis	121	45	121	230	206
Decatur	152	78	153	283	240
Delaware	160	166	164	308	252
Des Moines	197	7	205	282	274
Dickinson	85	140	85	149	145
Dubuque	238	175	241	431	414
Emmet	93	51	93	155	146
Fayette	230	125	231	405	323
Floyd	155	263	158	227	198
Franklin	160	138	161	299	246
Fremont	154	243	155	293	232
Greene	169	190	171	374	293
Grundy	144	42	145	276	239
Guthrie	187	206	171	424	398
Hamilton	170	115	173	308	243
Hancock	141	121	141	270	237
Hardin	194	187	196	444	376
Harrison	197	160	198	415	310
Henry	132	113	137	260	237
Howard	116	127	117	258	224
Humboldt	125	79	126	251	200
Ida	131	210	132	246	198
Iowa	175	120	176	341	240
Jackson	193	65	194	358	330
Jasper	230	93	231	567	344
Jefferson	120	107	121	246	201
Johnson	216	205	218	387	308
Jones	172	109	175	370	297
Keokuk	197	70	197	500	329
Kossuth	219	222	222	339	294
Lee	212	12	214	335	310
Linn	339	193	362	500	468
Louisa	112	58	114	254	213
Lucas	118	27	118	389	237
Lyon	152	108	153	232	217
Madison	163	281	164	335	205
Mahaska	223	129	225	422	350
Marion	188	100	193	307	273
Marshall	228	75	233	535	397
Mills	115	67	118	306	258
Mitchell	134	140	136	303	234
Monona	165	135	165	299	273
Monroe	118	85	121	299	210
Montgomery	150	97	154	235	206
Muscatine	155	52	166	271	182
O'Brien	171	188	175	297	244
Osceola	100	196	101	165	147
Page	180	175	182	340	276
Palo Alto	144	229	145	283	212
Plymouth	203	180	205	346	306
Pocahontas	157	96	158	355	314
Polk	388	186	442	747	598
Pottawattamie	376	212	386	529	481
Poweshiek	179	45	185	330	296
Ringgold	155	159	155	295	235
Sac	166	140	166	291	271
Scott	223	138	249	311	305
Shelby	169	97	171	282	249
Sioux	221	175	222	327	284
Story	189	214	191	404	309
Tama	221	58	226	552	363
Taylor	162	75	163	453	329
Union	160	126	162	273	266
Van Buren	148	47	148	281	231
Wapello	203	125	211	349	319
Warren	166	135	167	343	319
Washington	167	218	169	380	278
Wayne	148	105	151	281	247
Webster	227	287	228	341	280
Winnebago	103	186	103	160	144
Winneshiek	172	130	177	308	263
Woodbury	375	244	389	529	485
Worth	99	195	99	202	182
Wright	168	121	169	324	282
Totals	17528	13914	17861	32878	27435

ABSTRACT [D]—CONTINUED.

SUMMARY CONDITION OF SCHOOLHOUSES, 1896.

COUNTIES.	New schoolhouses.	Whole number.	Good.	Fair.	Poor.	Without suitable and separate outbuildings for each sex.	Schoolhouses provided with flags.
Adair	3	145	105	28	12	8	30
Adams	3	111	87	18	6	2	30
Allamakee	3	131	72	49	10	15	6
Appanoose	3	132	20	87	25	15	4
Audubon	2	112	91	15	6	6	38
Benton	5	187	112	46	29	40	20
Black H'wk	3	148	58	65	25	30	26
Boone	3	157	96	45	16	16	148
Bremer	1	113	84	20	9	12	28
Buchanan	1	146	96	44	6	2	10
BuenaV'sta	2	142	84	40	18	6	20
Butler	3	145	105	35	5	12	100
Calhoun	4	146	67	74	5	6	35
Carroll	1	145	131	9	5	3	97
Cass	....	152	51	81	20	25	30
Cedar	4	145	78	61	6	15	20
Cerro G'rdo	6	145	30	47	68	......	56
Cherokee	4	144	137	6	1	7	130
Chickasaw	2	119	90	20	9	12	57
Clarke	2	107	73	20	14	7	13
Clay	4	130	86	29	15	24	9
Clayton	5	178	129	41	8	18	100
Clinton	4	183	50	66	67	20	140
Crawford	2	176	137	30	9	15	12
Dallas	4	153	130	20	3	3	56
Davis	....	105	90	12	3	5	30
Decatur	3	124	63	44	17	25	25
Delaware	2	138	110	24	4	6	21
Des Moines	....	99	57	39	3	12	50
Dickinson	4	70	43	20	7	6	10
Dubuque	5	144	105	31	8	90	18
Emmet	6	75	44	22	9	6	4
Fayette	1	190	120	30	40	8	45
Floyd	1	122	85	16	21	2	110
Franklin	6	141	117	19	5	8	58
Fremont	2	123	30	61	32	1	10
Greene	2	144	100	35	9	4	90
Grundy	2	128	86	32	10	8	100
Guthrie	4	152	120	27	5	4	65
Hamilton	1	142	91	30	21	26	35
Hancock	4	124	112	8	4	37	5
Hardin	1	150	124	22	4	......	50
Harrison	2	155	129	11	15	75	25
Henry	3	107	63	28	16	5	15
Howard	3	102	60	37	5	8	63
Humboldt	2	112	40	62	10	12	18
Ida	....	108	78	16	14	2	18
Iowa	2	141	110	14	17	20	4
Jackson	1	153	60	75	18	10	16
Jasper	9	187	139	39	9	19	96
Jefferson	2	99	36	51	12	14	80
Johnson	6	173	104	44	25	20	30
Jones	3	138	56	62	20	15	65
Keokuk	4	145	80	45	20	5	75
Kossuth	7	196	121	45	30	30	50
Lee	2	125	48	50	27	4	15
Linn	1	206	152	48	6	50	85
Louisa	1	87	42	36	9	15	28
Lucas	1	98	52	28	18	6	27
Lyon	3	132	76	49	7	65	29
Madison	3	138	65	56	17	13	30
Mahaska	2	159	80	62	17	40	75
Marion	3	151	105	26	20	25	40
Marshall	1	155	75	50	30	2	70
Mills	5	91	66	15	10	25	12
Mitchell	3	108	59	42	7	12	33
Monona	6	143	86	45	12	8	15
Monroe	1	101	40	43	18	5	2
Montgom'y	1	113	90	18	5	......	113
Muscatine	....	101	56	43	2	8	75
O'Brien	2	136	98	34	4	2	136
Osceola	2	92	78	9	5	5	10
Page	3	136	94	34	8	4	93
Palo Alto	7	125	86	21	18	25	10
Plymouth	5	174	150	15	9	3	100
Pocahont's	6	141	90	32	19	3	20
Polk	5	185	156	15	14	7	35
Pot'wt'mie	2	262	150	100	12	20	200
Poweshiek	1	147	100	30	17	4	80
Ringgold	10	135	40	60	35	3	80
Sac	2	141	102	26	13	10	10
Scott	1	121	96	22	3	9	121
Shelby	2	146	52	60	34	20	60
Sioux	4	179	140	32	7	54	35
Story	3	147	77	46	24	......	96
Tama	1	181	147	20	14	35	50
Taylor	3	132	60	40	32	11	25
Union	5	122	8	106	8	3	10
Van Buren	2	116	60	48	8	22	47
Wapello	1	113	40	60	13	6	75
Warren	2	143	98	30	15	10	30
Washingt'n	2	138	86	35	17	30	30
Wayne	4	122	84	26	12	7	60
Webster	3	186	85	97	4	3	25
Winnebago	6	89	44	39	6	6	10
Winneshiek	5	146	20	71	55	16	42
Woodbury	7	215	180	25	10	12	5
Worth	1	91	66	23	2	4	34
Wright	1	138	125	11	2	10	8
Totals.	293	13686	8476	3775	1435	1426	4684

ABSTRACT [E]—

TEACHERS'

COUNTIES.	WHERE HELD.	SESSIONS.			TEACHERS IN ATTENDANCE.			
		Commencing.	Continuing weeks.	Number daily.	Males.	Females.	Total.	Graduates.
Adair	Greenfield	*August 10	4	1	55	238	293	30
Adams	Corning	July 20	3	1	24	121	145	19
Allamakee	Waukon	August 3	2	2	37	170	207	....
Appanoose	Centerville	August 10	2	2	67	168	235	....
Audubon	Audubon	August 10	2	2	25	142	167	29
Benton	Vinton	*August 3	3	2	48	234	282	....
Black Hawk	Waterloo	*July 20	3	2	44	298	342	....
Boone	Ogden and Boone	July 13	4	2	87	301	388	....
Bremer	Waverly	July 6	2	2	14	142	156	4
Buchanan	Independence	August 3	3	2	17	109	126	....
Buena Vista	Storm Lake	July 20	2	2	19	188	207	5
Butler	Allison	July 27	3	2	36	175	211	5
Calhoun	Rockwell City	August 17	2	2	17	150	167	10
Carroll	Carroll	July 27	2	2	46	190	236	10
Cass	Atlantic	July 13	3	1	35	232	267	16
Cedar	Tipton	August 10	2	2	14	210	224	10
Cerro Gordo	Clear Lake and Mason City.	August 3	6	2	31	212	243	....
Cherokee	Cherokee	July 20	2	2	40	229	269	....
Chickasaw	New Hampton	August 17	2	2	18	155	173	....
Clarke	Osceola	July 27	2	2	35	151	186	5
Clay	Spencer	August 3	2	2	31	146	177	....
Clayton	Elkader	August 10	2	2	34	219	253	....
Clinton	Clinton	August 3	2	1	25	326	351	....
Crawford	Denison	August 17	2	2	45	229	274	4
Dallas	Adel	July 27	2	2	39	224	263	....
Davis	Bloomfield	August 10	2	2	58	116	174	1
Decatur	Leon.	June 15	2	1	49	161	210	9
Delaware	Manchester	August 3	2	2	28	208	236	....
Des Moines	Burlington	June 22	2	2	23	142	165	....
Dickinson	Spirit Lake	August 3	2	2	12	86	98	...
Dubuque	Dubuque	June 22	1	2	30	327	357	....
Emmet	Estherville	August 17	2	2	13	99	112	....
Fayette	West Union	*July 27	3	2	40	236	276	32
Floyd	Charles City	August 17	2	2	14	172	186	....
Franklin	Hampton	August 17	2	2	34	156	190	....
Fremont	Sidney	June 22	2	2	39	172	211	9
Greene	Jefferson	August 3	2	2	36	244	280	16
Grundy	Grundy Center	July 27	2	2	57	146	203	....
Guthrie	Guthrie Center	July 27	2	2	98	176	274	....
Hamilton	Webster City	July 20	2	2	18	165	183	....
Hancock	Britt	July 13	3	2	15	102	117	....
Hardin	Eldora	March 23	2	2	46	206	252	8
Harrison	Logan	July 13	2	2	30	220	250	....
Henry	Mt Pleasant	August 10	2	2	40	197	237	8
Howard	Cresco	March 23	2	2	35	137	172	....
Humboldt	Humboldt	August 3	2	2	21	138	159	6
Ida	Ida Grove	June 15	2	2	20	175	195	15
Iowa	Marengo	August 3	2	2	52	201	253	12
Jackson	Bellevue	June 22	2	2	24	177	201	....
Jasper	Newton	August 3	2	2	48	306	354	12

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*Including a supplementary institute.

REPORTS FOR 1896.

NORMAL INSTITUTES.

INSTITUTE FUND.								
RECEIPTS.						EXPENDITURES.		
On hand at last report.	Examination fees.	Registration fees.	State appropriation.	County appropriation and sundries.	Total.	Instruction and lectures.	Incidentals.	Unexpended.
$ 535 48	$ 418	$ 293	$ 50	$ 21 70	$ 1318 18	$ 793 00	$ 195 70	$ 329 48
23 65	263	145	50	....	481 65	330 00	121 80	29 85
267 12	328	207	50	....	852 12	457 00	38 00	357 12
149 25	258	235	50	....	692 25	584 62	67 50	40 13
32 96	239	167	50	311 50	800 46	668 00	103 50	28 96
279 24	410	282	50	....	1021 24	530 00	169 00	322 24
527 46	374	342	50	....	1293 46	705 00	72 56	515 90
108 46	345	388	50	....	891 46	704 34	107 62	79 50
211 71	259	156	50	....	676 71	415 00	49 05	212 66
68 93	240	126	50	....	484 93	265 00	84 75	135 18
91 57	317	207	50	....	665 57	582 00	69 18	14 39
359 82	282	211	50	....	902 82	497 50	61 10	344 22
87 73	256	167	50	3 00	563 73	336 00	78 00	149 73
26 00	339	236	50	....	651 00	510 20	130 30	10 50
38 00	412	267	50	....	767 00	569 50	196 50	1 00
205 38	301	224	50	....	780 38	530 00	105 50	144 88
254 99	185	243	50	115 00	847 99	781 00	32 65	34 34
670 40	356	269	50	....	1345 40	565 00	43 24	737 16
282 53	255	173	50	15 00	775 53	559 00	68 10	148 43
99 63	298	186	50	....	633 63	475 00	93 55	65 08
121 75	326	177	50	....	674 75	370 00	47 50	257 25
625 21	372	253	50	....	1300 21	655 00	135 70	509 51
4 93	486	351	50	....	891 93	646 75	214 80	30 38
90 20	354	274	50	....	768 20	560 00	87 60	120 60
38 04	409	263	50	130 58	890 62	534 00	356 62	....
106 93	230	174	50	....	560 93	379 00	61 25	120 68
308 00	283	210	50	22 00	873 00	466 00	48 60	358 40
23 99	308	236	50	....	617 99	555 00	55 75	7 24
36 40	282	165	50	....	533 40	385 00	73 05	75 35
130 54	149	98	50	....	427 54	215 00	20 35	192 19
10 00	431	357	50	....	848 00	650 00	185 00	13 00
61 49	155	112	50	....	378 49	285 00	40 95	52 54
244 53	405	276	50	....	975 53	644 10	292 83	38 60
5 66	227	186	50	....	468 66	345 00	114 95	8 71
192 55	299	190	50	7 00	738 55	555 00	68 40	115 15
4 97	293	211	50	....	558 97	395 00	163 97	....
10 27	374	280	50	75	715 02	499 25	215 77	....
203 46	276	203	50	....	732 46	504 00	48 25	180 21
435 21	424	274	50	....	1183 21	730 25	217 55	235 41
130 01	308	183	50	....	671 01	421 00	57 72	192 29
209 90	270	117	50	....	646 90	440 00	51 90	155 00
86 24	444	252	50	....	832 24	448 00	236 40	147 84
496 20	415	250	50	22 00	1233 20	710 00	58 70	464 50
220 69	260	237	50	10 90	778 59	535 75	42 87	199 97
3 73	258	172	50	....	483 73	372 00	107 36	4 37
63 32	251	159	50	....	523 32	460 00	26 00	37 32
153 49	246	195	50	....	644 49	460 00	65 99	118 50
257 21	341	253	50	....	901 21	524 00	61 40	315 81
140 78	358	201	50	....	749 78	476 00	131 32	142 46
175 59	567	354	50	....	1146 59	771 50	283 85	91 24

ABSTRACT [E]—

TEACHERS'

COUNTIES.	WHERE HELD.	SESSIONS.			TEACHERS IN ATTENDANCE.			
		Commencing.	Continuing weeks.	Number daily.	Males.	Females.	Total.	Graduates.
Jefferson	Fairfield	August 3	2	1	48	183	231	6
Johnson	Iowa City	July 20	2	2	32	226	258	14
Jones	Wyoming	June 22	2	2	31	167	198	....
Keokuk	Sigourney	August 3	2	2	74	232	306	31
Kossuth	Algona	August 3	2	2	35	239	274	....
Lee	Keokuk	July 6	2	2	15	120	135	9
Linn	Marion	August 10	2	2	76	449	525	....
Louisa	Wapello	August 10	2	2	41	105	146	6
Lucas	Chariton	July 27	2	1	26	158	184	....
Lyon	Rock Rapids	July 6	2	2	44	133	177	38
Madison	Winterset	August 3	2	2	49	249	298	12
Mahaska	Oskaloosa	June 29	2	2	33	252	285	....
Marion	Knoxville	July 20	3	1	54	202	256	19
Marshall	Marshalltown	July 13	2	2	55	224	279	6
Mills	Glenwood	June 15	2	2	17	135	152	....
Mitchell	Osage	*July 13	3	2	42	160	202	....
Monona	Onawa	July 27	3	2	27	182	209	....
Monroe	Albia	July 20	3	2	55	146	201	5
Montgomery	Red Oak	August 10	2	2	29	163	192	....
Muscatine	Muscatine	August 17	2	1	25	178	203	....
O'Brien	Primghar	August 17	2	2	31	166	197	....
Osceola	Sibley	March 30	2	2	36	101	137	....
Page	Shenandoah	August 3	2	2	42	214	256	....
Palo Alto	Emmetsburg	August 3	2	2	28	130	158	....
Plymouth	Le Mars	August 24	2	2	30	275	305	....
Pocahontas	Rolfe	July 6	3	2	38	188	226	....
Polk	Des Moines	August 17	2	2	39	579	618	....
Pottawattamie	Avoca, Carson, Co'cl Bluffs.	July 13	4	2	44	358	402	....
Poweshiek	Grinnell	June 22	5	2	18	135	153	....
Ringgold	Mt. Ayr	August 3	2	1	55	176	231	....
Sac	Sac City	July 13	2	2	23	149	172	....
Scott	Davenport	*July 6	3	2	38	228	266	....
Shelby	Harlan	August 3	2	2	59	147	206	....
Sioux	Hawarden	August 10	3	2	39	174	213	....
Story	Nevada	July 13	3	2	42	199	241	4
Tama	Toledo	June 15	2	2	82	268	350	9
Taylor	Bedford	July 6	2	2	41	179	220	....
Union	Afton	August 3	2	2	31	202	233	14
Van Buren	Keosauqua	August 3	3	2	42	154	196	....
Wapello	Ottumwa	July 13	3	1	38	232	270	2
Warren	Indianola	August 10	2	2	44	217	261	20
Washington	Washington	July 20	2	2	46	204	250	....
Wayne	Corydon	August 10	2	1	73	151	224	14
Webster	Fort Dodge	August 3	2	2	27	238	265	6
Winnebago	Lake Mills	August 24	2	2	12	83	95	....
Winneshiek	Decorah	March 30	2	2	59	185	244	....
Woodbury	Sioux City	June 29	3	2	27	271	298	19
Worth	Northwood	July 27	3	2	25	107	132	....
Wright	Clarion	August 17	2	2	24	167	191	....
Totals			†2.3	...	3704	19204	22908	569

* Including a supplementary institute. † Average length of institute.

REPORTS FOR 1896—CONTINUED.

NORMAL INSTITUTES.

INSTITUTE FUND.								
RECEIPTS.						EXPENDITURES.		
On hand at last report.	Examination fees.	Registration fees.	State appropriation.	County appropriation and sundries.	Total.	Instruction and lectures.	Incidentals.	Unexpended.
$ 365 09	$ 246	$ 231	$ 50	....	$ 892 09	$ 447 75	$ 64 80	$ 379 54
34 47	387	258	50	....	729 47	606 00	93 55	29 92
287 61	370	198	50	....	905 61	540 00	80 93	284 68
165 14	500	306	50	....	1021 14	855 00	158 75	7 39
204 00	339	274	50	....	867 00	394 00	69 50	403 50
586 35	335	135	50	$ 13 00	1119 35	250 00	77 15	792 20
8 03	560	525	50	....	1083 03	625 00	456 88	1 15
140 28	254	146	50	15 60	605 88	430 00	24 10	151 78
164 45	389	184	50	....	787 45	454 50	110 05	222 90
112 53	232	177	50	....	571 53	460 00	12 00	99 53
383 80	335	298	50	....	1066 80	518 00	153 00	395 80
6 08	422	285	50	....	763 08	615 00	141 10	6 98
106 87	307	256	50	....	719 87	492 50	90 70	136 67
235 62	535	279	50	....	1099 62	720 55	77 80	301 27
84 90	306	152	50	59 00	651 90	436 80	110 45	104 65
86 80	303	202	50	....	641 80	530 00	36 60	75 20
378 36	299	209	50	....	936 36	461 00	68 20	407 16
113 49	299	201	50	8 30	671 79	480 00	42 00	149 79
309 00	235	192	50	....	777 00	503 00	32 50	241 50
151 00	271	203	50	....	675 00	480 00	190 40	4 60
182 80	297	197	50	1 50	728 30	480 00	67 10	181 20
73 58	165	137	50	....	425 58	340 00	55 35	30 23
....	340	256	50	20 36	666 36	577 77	72 03	16 56
242 26	283	158	50	....	733 26	417 00	93 10	223 16
....	346	305	50	....	701 00	495 00	100 00	106 00
75 61	355	226	50	....	706 61	522 00	92 10	92 51
233 97	747	618	50	....	1648 97	915 00	227 04	506 93
3 45	529	402	50	....	984 45	715 00	144 15	125 30
74 35	330	153	50	....	607 35	465 00	49 75	92 60
19 95	295	231	50	55 00	650 95	419 00	94 90	137 05
66 01	291	172	50	09	579 10	494 00	27 10	58 00
314 19	311	266	50	....	941 19	587 50	65 53	288 16
298 00	282	206	50	....	836 00	463 00	123 85	249 15
355 23	327	213	50	....	945 23	848 00	97 23	....
222 96	404	241	50	....	917 96	535 00	106 45	276 51
165 35	552	350	50	....	1117 35	715 00	155 95	246 40
524 10	453	220	50	....	1247 10	579 60	87 70	579 80
203 17	273	233	50	....	759 17	361 00	47 00	351 17
236 12	281	196	50	....	763 12	410 00	116 40	236 72
458 23	349	270	50	....	1127 23	670 00	17 15	440 08
211 96	343	261	50	....	865 96	490 00	124 40	251 56
485 43	380	250	50	....	1165 43	538 00	61 75	565 68
375 30	281	224	50	....	930 30	581 50	30 50	318 30
154 72	341	265	50	....	810 72	574 00	127 97	108 75
62 40	160	95	50	....	367 40	343 50	21 25	2 65
163 48	308	244	50	....	765 48	490 00	116 76	158 72
11 70	529	298	50	....	888 70	619 00	183 51	86 19
112 80	202	132	50	....	496 80	420 00	76 55	25
34 75	324	191	50	....	599 75	485 00	89 93	24 82
$ 18188 34	$ 32878	$ 22908	$ 4950	$ 832 28	$ 79756 62	$ 51697 73	$ 10228 96	$ 17835 93

ABSTRACT [E]—CONTINUED.

(Lack of room on these two pages compelled the omission of a few names.)

COUNTIES.	CONDUCTOR.	INSTRUCTORS.
Adair	A. A. Taylor	F. E. Palmer, A. W. Merrill, A. Pickett, O. M. Harvey, H. B. Newcomb, Alice C. Wilson.
Adams	I. P. Clark	C. M. Thompson, I. S. Condit, W. C. Moyer.
Allamakee	J. F. Smith	W. W. Gist, R. C. Barrett, E. L. Coffeen, Anna E. McGovern, Alice E. Duffey.
Appanoose	F. E. King	F. E. Stevens, W. C. Kennedy, W. J. Finley, H. E. [Riester.
Audubon	H. A. Kinney	E. N. Coleman, A. M. Gray, P. B. Woods.
Benton	A. W. White	A. V. Storm, A. W. Rich, Mara L. Pratt, Mrs. Mary Davis, George Moody, A. N. Palmer.
Black Hawk	D. S. Wright	A. W. Rich, M. F. Arey, L. W. Parish, F. J. Sessions, G. A. Bateman, G. W. Walters.
Boone	B. P. Holst	G. I. Miller, J. J. McMahon, C. W. Johnson, J. C. Harrington, Josephine Sengewald, Sara F. Rice.
Bremer	L. C. Oberdorf	S. H. Sheakley, O. M. Elliott, Anna E. McGovern, Mrs. J. L. Buechele, Vella Healy.
Buchanan	W. E. Parker	J. Piper, Clara M Travis, G. Vincent.
Buena Vista	Thos. Walpole	C. W. von Coelln, C. K. Dukes, H. S. Crosby, F. M. Allen, Louise Walz, J. W. Zwickey.
Butler	F. E. Howard	C. P. Colgrove, W. A. Doron, W. F. Barr.
Calhoun	R. W. Murphey	C. A. Fullerton, P. C. Holdoegel, M. W. Cooper,
Carroll	J. J. McMahon	W. H. Bender, B. P. Holst, H. H. Townsend, J. H. Beveridge, W. E. Atkinson, B. G. Hess.
Cass	H. B. Newcomb	J. J. McConnell, A. A. Taylor, H. G. Lamson,
Cedar	Wm. Wilcox	J. H. Morgan, W. L. Etter, F. D. Merritt.
Cerro Gordo	A. R. Sale	D. H. Campbell, F. J. Kuppinger, E. Lawrence, G. Chandler, Sarah C. Brooks, W. A. Hicks.
Cherokee	H. H. Seerley	G. W. Sampson, A. W. Rice, E. A. Kreger.
Chickasaw	C. S. Cory	C. P. Colgrove, J. B. Knoepfler, R. C. Barrett, D. A. Thornburg, Eva Mixer, J. F. Mitchell.
Clarke	Wm. Wilcox	W. O. Riddell, A. E. Parsons, Lulu Phillips.
Clay	W. S. Wilson	W. G. Ray, C. C. Carstens, Tillie Cramer.
Clayton	Sumner Miller	J. E. Webb, W. A. Crusinberry, L. T. Weld, J. Lawrey, Anna E. McGovern.
Clinton	A. S. Olin	J. B. Knoepfler, M. Adelaide Holton, Clara R. Bamber, Carl Jones.
Crawford	J. J. McConnell	W. C. Van Ness, J. H. Holmes, N. Spencer, Grace [Cowdery.
Dallas	M. E. Phillips	T. H. Stone, A. G. Smith, O. E. Smith, C. W. Danks, A. J. Oblinger, C. R. Aurner.
Davis	G. M. Holiday	D. W. Hastings, A. B. Carroll, W. Fortune.
Decatur	R. A. Harkness	C. W. Martindale, I. N. Beard, S. L. Darrah.
Delaware	Clifton Scott	E. B. Stiles, C. R. Scroggie, S. F. Hersey, D. K. Bond, Elizabeth K. Matthews.
Des Moines	M. B. Shaw	L. Steece, C. E. Shelton, R. S. Davis, Josephine B. Burt, W. L Sheetz, A. E. Parsons.
Dickinson	H. A. Welty	W. T. Davidson H. H. Savage, J. F. Reed, Nettie [Sawyer.
Dubuque	B. J. Horchem	T. M. Irish, F. T. Oldt, J. E. Welch, J. M. Walsh, L L. Lightcap, J. S. Shoup, C. G. Kretschmer.
Emmet	H. H. Davidson	W. F. Cramer, J. P. Huggett, C. C. Stover.
Fayette	F. H. Bloodgood	G. E. Finch, J. J. Dofflemeyer, F. D. Merritt, M. A. Perry, L. A. Stout, A. W. Davis.
Floyd	W. H. Allis	G. S. Dick, F. J. Hirsch, J. Martin, Hattie M. Mitchell, Viola Waller, Mary D. Korinke.
Franklin	Emily Reeve	H. H. Seerley, W. D. Wells, Christine Benson, E. E. Blanchard, R. G. Miller, M. L. Pfeiffer.
Fremont	H. A. Simons	A. W. Rich, H. E. Wheeler, C. P. Beale, J. A. McIntire, Luella Crowder, Rose Hann.
Greene	L. B. Carlisle	Mrs. E. B. Wilson, W. P. Wortman, W. E. Hall, Lydia Pitman, D. K Michener.
Grundy	W. D. Wells	S. H. Sheakley, Katharine B. Gill, Anna J. Ziek,
Guthrie	C. M. Young	F. J. Sessions, C. E. Shelton, Mrs. A. L Shattuck, A. W. Merrill, F. E. Palmer, Mrs. M. J. Cowman.
Hamilton	W. F. Cole	Clara R. Bamber, J. H. Richard, M. L. Miller,
Hancock	Geo. Chandler	A. M. Deyoe, C. W. Thompson, J. F. Mitchell, Hattie Row, J. F. Doderer.
Hardin	C. F. Woodward	A. J. Cavana, J. H. Richards, G. Mathes, Julia Scurry, Mattie Lyon.
Harrison	C. L. Crow	F. J. Sessions, W. O. Riddell, A. B. Warner, M. A. Reed, F. G. Miller, Kate E. Palmer, C. C. Magee,
Henry	Ed. L. Roth	J. F. Riggs, C. M. Grumbling, Kate Gill, Mary Hawkins, L. Antrim, C. E. Lauder.
Howard	F. H. Bloodgood	L. E. A. Ling, M. O. Perry, Elsie E. Perry, Carrie [Bishop.
Humboldt	O. S. Opheim	L. W. Parish, G Chandler, C. Messer, M. Miller, Clara Bicknell, A. T. Rutledge.
Ida	Wm. Wilcox	Christine Benson, A. L. Brower, S. Yates, P. Gould, [J. C. Hagler.
Iowa	W. P. Johnson	I. A. Loos, J. P. Mullin, C. E Fleming, Dawn Bauserman, T. M. Clevenger, E. D. Y. Culbertson.

ABSTRACT [E]—CONTINUED.

COUNTIES.	CONDUCTOR.	INSTRUCTORS.
Jackson	A. F. Kearney	W. H. Bender, A. P. Heald, J. M. Davis, Anna E. McGovern.
Jasper	Agnes M. Walsh	E. J. H. Beard, Dan Miller, W. N. Clifford, G. S. Dick, J. C. Hisey.
Jefferson	R. A. Harkness	M. F. Arey, J. E. Williamson, S. Laura Ensign.
Johnson	W. A. Willis	W. F. Cramer, A. T. Hukill, M. Adelaide Holton, G. C. Fracker.
Jones	T. J. Cowan	A. B. Warner, W. A. Doron, D. M. Kelly, Mrs. M. S. Wise, E. L. Coburn.
Keokuk	S. A. Potts	H. H. Seerley, G. H. Mullin, E. H. Griffin, Mrs. A. H. Mendenhall, W. O. Mullin, L. Higgins, J. A. Thomas.
Kossuth	B. F. Reed	G. W. Young, A. B. Carroll, Mrs. M. T. Hatch, A. J. Lilly.
Lee	G. W. Walters	A. L. Shattuck, Geo. Galloway, W. L. Sheets.
Linn	N. H. Richards	H. H. Freer, J. T. Merrill, J. J. Dofflemyer, F. J. Sessions, W. A. Doron, Mrs. M. R. Davis.
Louisa	Lizzie Hughes	Lucy Curtis, W. H. Bender, Sara M. Riggs, A. M. M. Dornon.
Lucas	Mrs. C. C. Goltry	O. C. Scott, S. M. Cart, Carrie E. Allen, Nellie Sanborn, Jennie Stewart, E. L. Colburn.
Lyon	W. S. Wilson	J. A. Lapham, Julia Scurry, Mary McCallum.
Madison	F. B. Cooper	J. J. McConnell, G. W. Samson, A. V. Storm.
Mahaska	Florabel Patterson	Wm. Wilcox, W. O. Riddell, Anna R. Atwater, Bertha Martin, Marion Ross, Katie E. Palmer.
Marion	R. G. Mulky	J. H. Garber, W. W. Cook, L. B. Carlisle, S. J. Finley, P. B. Woods.
Marshall	C. W. Bacon	Lucy Curtis, H. B. Hayden, H. A. Kinney, Christine Benson.
Mills	H. W. Sawyer	C. C. McConnell, Mrs. E. Ware, Miss L. Badollet.
Mitchell	R. C. Barrett	Wm. Wilcox, C. P. Colgrove, J. F. Smith, Kate Gill.
Monona	F. E. Lark	H. E. Kratz, H. H. Hahn, J. W. Robey, Eva Kendall.
Monroe	H. C. Hollingsworth	F. E. King, C. H. Peirce, Mrs. L. B. Carlisle, Mrs. H. G. Hickenlooper.
Montgomery	J. W. Clark	G. W. Walters, W. F. Chevalier, Julia Scurry, Bertha Martin, I. S. Condit.
Muscatine	A. L. Brower	R. W. Leverich, F. M. Witter, S. Plumly, J. A. Barnes.
O'Brien	Ella Seckerson	Etta Suplee, C. W. Martindale, W. S. Wilson, W. I. Simpson, R. B. Daniel.
Osceola	J. J. Dofflemyer	W. S. Wilson, Mrs. A. L. Shattuck, B. F. Green.
Page	H. E. Deater	J. M. Hussey, W. Bell, J. A. Woods, F. A. Lacey.
Palo Alto	Bessie Larsen	E. E. Blanchard, J. A. Shannon, H. E. Wheeler, Mrs. Carrie T. Hinckley, W. A. Crusinberry.
Plymouth	E. N. Coleman	J. S. Shoup, G. W. Young, F. M. Chaffee.
Pocahontas	J. C. Gilchrist	A. W. Davis, U. S. Vance, T. J. Loar, Tillie Cramer.
Polk	F. B. Cooper	A. V. Storm, G. W. Samson, A. W. Rich, Mrs. M. T. Hatch, W. O. Riddell, C. O. Carter.
Pottawatt'me	H. W. Sawyer	W. C. Davis, S. C. Hanson, O. J. McManus, C. Spruitt, Grace A. Kail.
Poweshiek	W. C. Rayburn	G. W. Cowden, G. W. Bryan, F. S. Robinson, A. F. Stolebarger.
Ringgold	Mattie Stahl	E. F. Sanders, J. E. Smith, J. H. Richardson.
Sac	E. N. Coleman	C. E. Stallcop, C. V. Findlay, J. N. Hamilton,
Scott	C. L. Suksdorf	E. E. White, W. Jackman, W. D. Wells, J. B. Knoepfler, Jennie Cleaves.
Shelby	D. S. Wright	M. A. Reed, Mary A. Blood, A. B. Warner.
Sioux	M. M. Mishler	J. L. Mishler, D. M. Odle, Geo. Chandler, C. E. Shelton, T. B. Hutton, J. H. Orcutt, D. W. Gross, C. H. Brake.
Story	G. W. Phillips	L. T. Weld, J. F. Reed, A. V. Storm, Lillian Bridgeford.
Tama	A. L. Speaker	E. E. Blanchard, J. B. Young, B. F. McClelland, S. C. Huber, A. E. Parsons, R. E. Kletzing, W. L. Bywater.
Taylor	F. E. Crosson	G. W. Samson, Mrs. M. T. Hatch, G. W. Fisher, O. M. Harvey, W. B. Read, Emma Crew.
Union	Chas. Emerson	E. E. Gaylord, A. G. Owens, Carrie V. Lynn, J. B. Morris.
Van Buren	A. B. Goss	J. H. Landes, W. T. Dick, F. E. Buck, D. T. Sollenbarger.
Wapello	A. W. Stuart	M. F. Arey, J. E. Williamson, Ida L. Schell, Elizabeth K. Matthews.
Warren	E. R. Guthrie	B. P. Holst, E. W. Beard, W. B. Read, S. H. Tidball, Nellie Sanborn.
Washington	Cornelia Klass	W. J. Black, G. H. Mullin, S. Laura Ensign, Julia Scurry.
Wayne	Carrie M. Goodell	H. C. Hollingsworth, L. Begeman, J. F. Holiday, P. L. Dorland, S. L. Tipton.
Webster	C. V. Findlay	L. Hezzelwood, J. W. Jackson, A. L. Brown, Louise Walz, W. D. Young, J. F. Monk.
Winnebago	J. D. Stout	W. A. Crusinberry, S. A. Emery, Hattie M. Mitchell.
Winneshiek	L. T. Weld	Florence P. Stone, H. L. Coffeen, J. Breckenridge.
Woodbury	E. A. Brown	J. S. Shoup, J. G. Hobson, O. A. Shotts, J. H. O'Donoghue.
Worth	S. B. Toye	J. A. Lapham, Ella Z. Huffman, H. A. Dwelle.
Wright	G. T. Eldridge	L. Hezzelwood, J. G. Grundy, H. A. Dwelle.

STATISTICS OF

Of Cities having 3,000 or more

Reference number.	CITIES.	Population, state census 1895.	Enumeration, 1896.	Total enrollment school year 1895-6.	Total average attendance. 1895-6.	Salary of superintendent, 1896-7.	Salary principal high school. 1896-7.	Assistant teachers.	‡Teachers.	Special teachers.	Total paid special teachers.	Average paid all teachers except superintendent.	Amount certified in May, 1896, for teachers' fund.	Levy, in mills, teachers' fund.	Months in school year. 1896-7.	Years, course study.
1	Des Moines, E......	......	5410	3978	3011	$1600	$1400	88	62	3	$ 1490	$ 4777	$30000	9.6	9.0	13
2	Des Moines, N	*56359	1668	1464	1002	1500	900	37	2	2	855	4700	22000	17 9	9.0	13
3	Des Moines, W.....	......	8043	4629	3403	3000	1800	124	23	4	4250	6883	70000	7.5	9.0	13
4	Dubuque..........	40574	12663	5306	3956	2400	1600	112	74	14	5250	4855	51400	6.7	10 0	12
5	Davenport...........	30010	10744	5485	4399	2000	1800	122	82	16	10550	6096	70000	12.9	10.0	13
6	Sioux City............	27371	11249	6626	4490	2500	1600	149	34	1	1080	6045	80000	7.2	9.0	13
7	Burlington..........	25246	8080	4108	3422	1900	1400	109	89	2	1800	6072	58000	12.9	9 5	12
8	Cedar Rapids........	21555	7773	4694	3937	2040	1300	114	77	1	675	4878	44000	11 2	9.0	13
9	Council Bluffs	20189	7576	4377	3412	2000	1500	108	54	2	1305	5490	50000	9.6	9.0	12
10	Clinton....	17375	6041	3579	2684	1800	1300	82	55	2	1520	4655	34000	13.8	9 5	13
11	Lyons...	6002	2010	1240	860	1300	750	22	11	1	450	3847	9000	16.0	10.0	12
12	Ottumwa............	16761	4721	3874	2900	1900	1100	87	69	2	1800	4632	40000	10.1	9.5	12
13	Keokuk	14287	4741	2571	2164	1500	1400	55	39	2	1375	5832	28000	8 5	9.0	12
14	Muscatine............	12237	3802	2471	1876	1500	1000	53	39	1	720	5400	25000	10.6	9.0	12
15	Marshalltown........	10049	3046	2308	1855	1500	1200	56	21	..	......	5063	20000	13.3	9.0	12
16	Fort Madison.........	10022	3053	1384	1051	1620	1035	31	6	..	......	4629	16000	9.2	9.0	13
17	Boone.................	8845	2755	1738	1271	1800	810	50	9	1	750	4650	20000	19.7	9.0	12
18	Fort Dodge..	8756	2260	1488	1076	1500	945	32	6	..	.....	4920	12000	9.4	9.0	12
19	Oskaloosa	8551	3065	2118	1483	1500	765	44	26	2	900	5164	21000	14.4	9.0	12
20	Waterloo, E..........	5244	1764	1284	985	1600	900	30	8	3	1530	4712	13000	13.8	9.0	12
21	Waterloo, W.........	3246	1180	797	583	1300	900	18	4	1	252	5000	10000	13.9	9.0	12
22	Iowa City............	7526	3689	1534	1088	1600	1000	38	25	2	1140	4825	16000	7.1	9.5	12
23	Creston..............	6630	2540	1914	1404	1400	1100	35	19	2	1320	4910	18000	17.8	9.5	12
24	Mason City...........	5627	1996	1253	1019	1500	720	35	11	2	990	4720	16000	16.5	9.0	12
25	Centerville...........	5554	2002	1345	951	1000	585	27	5	1	450	4037	12000	15.0	9.0	12
26	Independence........	5142	1218	899	756	1200	700	24	14	1	180	4323	12000	11.7	9.5	12
27	Webster City.........	5095	1282	1093	765	1500	675	22	11	1	450	4300	11000	12.8	9 0	12
28	Le Mars	5046	1638	1003	773	1700	675	23	3	1	495	5315	11500	13.5	9.0	12
29	Atlantic..............	4954	1703	1199	922	1500	600	25	10	1	540	4900	10500	12.4	9 0	12
30	Cedar Falls..........	4506	1358	1104	957	1600	810	22	6	2	1035	4912	10000	13 0	9 0	12
31	Red Oak..............	4224	1403	1187	912	1400	1000	28	9	2	990	4704	13000	15.7	9.0	12
32	Charles City.........	4201	1320	1097	819	1500	675	23	12	2	1035	4221	10000	12.1	9.0	12
33	Fairfield..............	4026	1191	968	764	1300	675	20	6	..	....	4400	7500	8.1	9.0	12
34	Mt. Pleasant....	3920	1257	830	560	1250	580	21	11	1	495	4152	7000	6.5	9.0	12
35	Marion...............	3766	1552	966	840	1500	855	22	8	1	360	4276	8000	12.2	9 0	12
36	Washington..........	3671	1180	780	632	1400	630	21	15	..	....	4380	7500	5.8	9.0	12
37	Perry.................	3570	1173	1061	823	1100	510	26	10	..	....	4700	11000	20.0	9.0	12
38	Maquoketa	3448	1039	966	741	1300	†....	20	15	..	....	4308	6000	9.6	9 0	13
39	Missouri Valley.....	3350	1077	1017	727	1500	585	19	9	1	450	4790	7000	13.5	9.0	12
40	Chariton.............	3322	1317	1000	778	1200	540	18	12	..	....	3900	3000	5.8	9 0	12
41	Belle Plaine..... ...	3256	967	816	673	1250	540	19	15	1	405	3962	6000	17.1	9.0	13
42	Grinnell.............	3232	1030	824	680	1400	765	16	4	..	......	5375	9000	12.0	9 0	12
43	Newton.....	3213	1003	792	443	1500	†....	14	3	..	....	4929	6000	7.5	9.0	12
44	Vinton...............	3150	928	738	572	1200	630	14	3	1	100	4549	6000	7.6	9 0	12
45	Decorah.............	3141	853	602	464	1400	†....	13	4	2	855	4692	7500	14 9	9.5	13
46	Shenandoah..........	3134	1001	750	564	1400	540	17	2	1	540	4542	8000	12 8	9.0	12
47	Cherokee............	3092	1063	913	662	1200	675	21	3	..	. ....	4825	11000	21.0	9.0	12
48	Clarinda.............	3024	1081	783	607	1200	720	18	6	..	......	4833	7000	10.1	9.0	12
49	Eagle Grove.........	3006	1136	748	594	1200	450	13	5	..	....	4650	7400	22 5	9.0	12

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* City of Des Moines also includes all or a part of nineteen other districts.

† Superintendent acts as principal of high school.

‡ Graduates of our high school.

PRESENT CITY SUPERINTENDENT —1 Amos Hiatt. 2 O. E. Smith. 3 F. B. Cooper. 4 F. T. Oldt. 5 J. B Young. 6 H. E Kratz. 7 C. E Shelton 8 J. T. Merrill. 9 J. C. Hisey. 10 O. P. Bostwick. 11 J. H Breese. 12 A. W. Stuart. 13 O. W. Weyer. 14 F. M. Witter. 15 F. E. Willard. 16 C. H. Morrill. 17 G. I. Miller. 18 F. C. Wildes. 19 O. C.

CITY SYSTEMS.

Population by the Census of 1895.

Reference number.	Assessed valuation of district.	Present bonded indebtedness.	Bonds paid during the year.	Paid during the year for building.	Expended for all purposes, Sept., 1895, to Sept., 1896.	No. of schoolhouses.	Value of buildings and sites.	Value apparatus.	Volumes in library.	Value of libraries.	KINDERGARTENS.			YEARLY COST OF TEXT-B'KS.		
											Number.	Teachers.	Cost in 1896-7.	Primary grades.	Grammar grades	High school.
1	$ 3124510	$115500	......	$ 3183	$ 65565	10	$ 283700	$ 2000	1500	$ 2000	..	..	......	$ 88	$1 57	$3 65
2	1224240	60500	......	24000	54873	5	65000	300	300	250	4	6	$ 2230	76	1 44	4 95
3	9330750	118000	$10000	5554	14[illegible]208	12	4[illegible]8000	9870	4790	3000	10	16	8380	85	1 15	3 25
4	7686800	69000	6000	......	101105	14	353000	3800	3730	1800	4	8	3200	90	1 85	4 75
5	5418685	....	.....	......	94911	12	335000	3600	2500	3000	..	.	.. ...	92	2 05	5 22
6	11161359	342000	.....	3000	158327	31	500000	3000	1400	1500	3	3	2655	1 29	2 94	6 10
7	4500000	50900	5500	20000	107053	12	198000	5000	1000	500	3	6	2260	66	1 85	5 49
8	3928106	161000	5000	9010	98576	17	275100	3000	1200	1200	..	..	......	65	1 75	3 50
9	5207919	152500	......	6673	90498	20	244400	2500	......	......	..	..	......	75	1 75	4 90
10	2455640	88500	......	......	72285	13	200000	1500	8163	5000	..	..	......	76	2 36	5 95
11	596236	6000	......	......	14150	5	48000	375	500	600	..	..	......	55	1 95	3 90
12	3954895	52000	15000	.....	59870	8	230000	1000	1200	2500	..	..	......	1 00	2 50	5 00
13	3304987	24000	4000	4403	49510	9	211000	400	1500	800	..	..	......	1 50	3 00	5 00
14	2355180	29000	......	9473	56495	9	130000	225	1000	600	..	..	......	1 00	1 70	3 38
15	1500000	77000	.....	......	83966	7	250000	5000	4600	3000	7	7	1150	1 95	2 25	3 15
16	1733976	56000		19000	50181	6	80000	1000	1400	425	..	..	......	1 00	2 00	4 00
17	1016000	40000	2000	15000	36192	7	77000	350	2000	1500	..	..	......	50	1 20	2 50
18	1280000	40000	......	......	34906	7	81000	800	560	800	..	..	......	95	1 65	5 10
19	1456812	......	......	......	35475	5	121000	1100	1780	1000	5	6	1575	1 30	2 68	4 98
20	940833	29500	2000	......	22336	4	57000	800	500	350	..	..	......	83	1 92	4 10
21	717755	16000	......	1850	15844	2	38000	400	450	450	..	..	......	1 19	2 14	3 88
22	2266884	29000	.....	......	34265	8	115000	1400	1500	800	..	.	......	1 28	2 33	5 30
23	1013355	38000	4000	530	35968	9	125000	500	475	700	..	..	......	69	2 00	4 25
24	969332	25000	......	3000	37261	5	100000	2500	300	600	..	..	......	45	1 54	2 08
25	800000	36000	......	......	27584	3	75000	75	252	500	..	..	......	90	2 35	4 15
26	1026567	20000	......	......	26201	4	85000	1016	1702	700	..	..	......	1 22	2 70	3 94
27	858052	33000	......	700	18148	3	50000	570	350	500	1	2	630	96	1 91	4 50
28	850000	27000	.....	... ..	17423	3	50000	550	650	500	..	..	......	50	1 50	3 00
29	850000	29000	5000	......	24189	4	60000	450	1000	500	.	..	......	1 25	2 30	3 50
30	769100	10000	500	720	20726	4	50000	500	1000	700	..	..	......	1 09	1 57	3 90
31	826646	21000	2000	886	22558	5	66000	500	2000	1400	..	..	... ..	84	2 26	3 78
32	825969	16000	3491	......	22398	6	47000	200	500	500	..	..	......	1 15	2 00	4 25
33	924684	7500	1500	......	14996	2	40000	500	400	400	..	..	......	75	2 50	4 00
34	1069000	....	......	......	12528	4	40000	550	200	60	..	..	......	95	2 25	5 00
35	653446	28000	2000	......	15809	4	50000	155	400	650	..	..	......	90	1 08	3 25
36	1300000	10000	......	......	18701	5	40000	25	50	100	..	..	......	1 85	3 42	4 60
37	550000	20000	......	......	15559	3	35000	1000	400	500	..	..	.....	80	3 25	5 00
38	625000	7700	.....	3239	14035	4	39500	150	53	135	..	..	......	50	1 04	2 10
39	518995	14500	2000	......	28190	5	40000	500	600	400	..	..	......	60	1 77	4 94
40	516541	4000	2000	......	16961	4	40000	320	250	450	..	..	......	83	3 11	4 90
41	350000	2500	500	.....	10809	3	25000	500	280	350	..	..	......	60	1 75	4 24
42	750806	....	......	......	17432	3	23000	1500	1000	500	1	2	540	1 33	2 53	5 28
43	802907	7000	4000	350	14160	1	35000	600	850	1000	..	..	......	75	2 25	3 50
44	789462	....	.....	.....	10396	2	30000	150	450	300	..	..	......	52	1 31	3 57
45	501790	25000	......	5262	15279	1	40000	500	550	600	..	..	......	50	1 60	4 50
46	625000	7500	......		13366	3	18000	185	175	150	..	..	......	60	1 17	3 35
47	525000	20000	......	15000	35269	3	80000	1500	500	1500	..	.	......	1 03	2 65	4 75
48	694612	10000	......	......	13311	2	45000	150	1000	425	..	..	......	50	1 70	5 00
49	328329	12000	......	5000	11117	2	25000	100	200	300	..	..	......	60	1 50	3 50

Scott. 20 F. J. Sessions. 21 G. A. Bateman. 22 W. F. Cramer. 23 O. E. French. 24 A. R. Sale. 25. F. E. Stephens. 26 J. L. Buechele. 27 C. W. Martindale. 28 E. N. Coleman 29 Wm. Wilcox. 30 O. J. Laylander. 31 W. F. Chevalier. 32 G. S. Dick. 33 J. E. Williamson. 34 J. F. Riggs. 35 J. J. Dofflemyer. 36 G. H. Mullin. 37 A. L. Lyon. 38 C. C. Dudley. 39 A. B. Warner. 40 S. M. Cart. 41 S. B. Montgomery. 42 G. W. Cowden. 43 E. J. H. Beard. 44 H. C. Waddle. 45 E. A. Parks. 46 F. A. Lacey. 47 J. L. Rose. 48 Wm. Bell. 49 J. G. Grundy.

COMPARATIVE SHOWING FOR 1895–6.

From all cities in Iowa of more than 1,500 and less than 3,000 population in 1895. Compiled chiefly from the reports of county superintendents.

CITIES.	Population, census of 1895.	Enumeration, 1896.	Enrollment, 1895-6.	Attendance, 1895-6	Attendance upon enumeration.	Attendance upon enrollment.	Paid all teachers in 1895-6.	Tuition per month.	Assistant teachers.	Their average per month.	Months taught.	PRESENT CITY SUPERINTENDENT, YEAR 1896-7.	Salary.
Waverly	2916	810	717	551	68	77	$ 8014	$ 1 62	16	$44 56	9.0	S. H. Sheakley	$ 1600
Knoxville	2862	883	780	619	70	79	7258	1 30	16	41 72	9.0	S. J. Finley	1250
Carroll	2839	1007	669	535	53	80	7541	1 57	16	44 05	9.0	C. C. Magee	1300
Indianola	2825	983	821	615	63	75	6514	1 18	15	45 23	9.0	Belle M. Hastie	1000
Winterset	2703	826	755	600	73	79	6410	1 35	16	46 33	8 0	T. H. Stone	1100
Manchester	2683	985	655	510	52	78	7177	1 56	19	35 00	9.0	E. B. Stiles	1200
What Cheer	2675	908	776	594	65	77	6253	1 17	14	41 70	9.0	A. L. Shattuck	1000
Pella	2606	963	647	474	49	73	5949	1 32	15	34 03	9.5	J. H. Garber	1100
Albia	2588	773	701	522	68	74	5868	1 25	13	35 15	9.0	H. C. Hollingsworth	1300
Spencer	2551	822	720	567	69	79	8146	1 60	15	45 30	9.0	Carrie B. Parker	1000
Cresco	2529	819	569	443	54	78	5620	1 43	11	44 66	9.0	L. E. A. Ling	1300
Hampton	2527	677	653	560	83	86	8166	1 62	16	48 37	9.0	E. E. Blanchard	1300
Osage	2509	854	776	559	65	72	7350	1 46	17	39 87	9.0	George Chandler	1250
Estherville	2498	1050	833	573	55	69	6654	1 37	17	39 00	8.5	C. C. Stover	1000
Algona	2487	814	670	545	67	81	6811	1 32	14	42 17	9.5	A. B Carroll	1200
Sheldon	2416	892	746	481	54	64	6605	1 53	14	42 50	9 0	W. I. Simpson	1250
Mystic	2300	577	544	351	61	65	3103	1 11	9	35 00	8.0	J. H. Grove	480
Harlan	2297	827	760	568	69	75	7095	1 39	14	46 80	9.0	A. W. Merrill	1200
Jefferson	2260	769	765	649	84	85	5664	97	13	40 72	9.0	L. B. Carlisle	1200
Denison	2256	807	575	440	54	77	6275	1 58	12	47 92	9.0	N. Spencer	1100
Tipton	2244	697	529	426	61	81	5128	1 34	9	48 49	9.0	W. L. Etter	1100
Iowa Falls	2234	800	575	483	60	84	6629	1 54	12	50 27	9.0	L. Hezzelwood	1100
Tama	2196	809	504	410	51	81	5250	1 42	11	40 91	9.0	C. E. Locke	900
Osceola	2176	843	714	546	64	76	6437	1 31	15	39 90	9.0	I. N. Beard	1050
Glenwood	2143	1176	706	419	36	59	6279	1 67	13	45 97	9.0	J. L. Laird	1100
Stuart	2118	780	691	551	71	80	7109	1 43	15	43 77	9.0	G W. Bryan.	1200
Nevada	2107	524	520	480	91	92	5155	1 19	12	36 25	9.0	L. T. Weld	1200
Emmetsburg	2104	664	478	335	50	70	4988	1 65	10	44 31	9 0	Alex. Hinckley	1000
Eldora	2096	654	493	361	55	73	5909	1 79	12	43 60	9.0	C. F. Woodward	1200
Monticello	2079	645	526	405	62	71	5066	1 39	11	39 05	9.0	W. A. Doron	1200
Bedford	2070	667	623	485	73	78	7130	1 63	13	51 54	9.0	G. W. Fisher	1100
Lake City	2053	612	505	358	58	71	4095	1 27	8	44 35	9.0	H. Olerich	900
Bloomfield	2047	681	602	401	59	67	4280	1 33	10	41 00	8.0	G. M. Holiday	1000
Villisca	2034	741	714	533	72	75	6238	1 30	13	44 77	9.0	A. F. Burton	1000
Marengo	2027	658	595	492	75	83	7683	1 64	14	47 24	9.5	C. H. Carson	1400
Anamosa	2006	736	646	511	69	79	6015	1 31	12	44 55	9.0	Aaron Palmer	1200
Oelwein	1928	620	504	460	74	91	3566	86	10	30 62	9.0	C. E. Smith	1000
Storm Lake	1924	835	723	550	66	76	8681	1 66	6	48 88	9.5	A. V. Storm	1330
Hamburg	1905	697	623	460	66	74	5200	1 26	11	41 41	9.0	J. C. King	1100
Ames	1893	631	527	378	60	72	5170	1 52	11	39 60	9.0	E. D. Y. Culbertson	1000
Eldon	1867	606	503	410	68	82	3323	1 01	9	36 15	8.0	E. C. Mills	765
Waukon	1852	710	446	337	47	76	4403	1 37	9	37 46	9.5	E. L. Coffeen	1200
Toledo	1848	652	545	443	68	81	6090	1 53	13	40 94	9.0	J. B. Young	1300
West Union	1801	579	432	306	52	71	4015	1 46	8	43 26	9.0	G. E. Finch	1000
Sigourney	1777	652	493	379	58	77	5150	1 51	11	41 92	9.0	E. H. Griffin	1000
Corning	1769	840	581	516	61	89	5880	1 27	13	41 71	9.0	C. M. Thompson	1000
Rock Rapids	1740	627	506	380	61	75	5751	1 68	11	48 54	9 0	W. S. Wilson	1200
Hawarden	1725	571	504	401	70	80	4860	1 35	11	40 00	9.0	J. H. Orcutt	......
Ida Grove	1720	636	583	444	70	76	6472	1 62	13	45 06	9.0	Sherman Yates	1200
Onawa	1675	790	675	475	60	70	5450	1 27	10	49 44	9.0	W. C. Cobb	1000
Leon	1651	515	505	371	72	73	4070	1 22	10	36 88	9.0	S. L. Darrah	1050
New Hampton	1619	766	601	391	51	65	6284	1 79	12	48 00	9.0	D. A. Thornburg	1100
Colfax	1606	549	367	292	53	80	4135	1 57	8	42 43	9.0	D. M. Kelly	1100
Sac City	1601	549	436	359	65	82	3495	1 08	7	41 19	9.0	J. N. Hamilton	900
Avoca	1598	570	431	404	71	94	5009	1 38	9	48 51	9.0	J Peasley	1080
Audubon	1585	606	469	352	58	75	4600	1 45	9	44 44	9 0	F. P. Hocker	1000
Lansing	1566	523	313	239	45	76	3674	1 71	7	39 27	9.0	J. B. Knoepfler	1200
Seymour	1537	556	431	386	69	90	2200	71	7	30 71	8.0	F. B. Taylor	640
Bellevue	1533	578	344	252	44	73	3604	1 60	7	43 72	9.0	A. P. Heald	900
Clear Lake	1507	563	450	329	58	73	3655	1 23	8	38 26	9.0	D. H. Campbell	900

GRADED SCHOOLS.

Not including those found in tables on pages 26 and 28.

NAMES OF CITIES OR TOWNS.	Number months school.	Enumeration between 5 and 21 in 1896.	Enrolled in school in 1895-6.	Average attendance, 1895-6.	Average tuition per month for each scholar in av. attendance.	NAME OF SUPERINTENDENT OR PRINCIPAL, 1895-6.	Annual salary.	Number of other teachers.	Average salary per month of assistant teachers.
Ackley	9.0	570	384	300	$ 1 44	C.H. Cole	$1000	7	$ 45 75
Adair	8.3	326	266	211	1 37	Adam Pickett	720	5	40 32
Adel	9.0	393	401	360	1 30	C. R. Aurner	1000	8	44 37
Afton	9.5	432	413	236	1 42	J. B. Morris	950	7	33 57
Agency	8.0	214	182	132	1 78	Ava K. Clements	550	5	33 50
Ainsworth	8.0	163	143	108	1 55	T. H. Barnes	500	3	35 00
Akron	9.0	420	302	250	1 01	I. C. Hise	640	5	36 00
Alden	9.0	277	198	142	1 35	O. E. Tool	630	3	40 00
Allerton	8.0	358	326	226	1 33	J. F. Holiday	880	5	38 00
Allison	9.0	181	160	107	1 63	A. G. Morey	630	3	35 00
Alta	9.0	296	284	205	1 47	H. E. Crosby	810	5	42 50
Alton	10.0	393	213	145	1 76	T. B. Hutton	900	4	41 31
Amity	9.0	252	145	139	1 15	Guy Clinton	450	3	36 67
Angus	9.0	239	205	133	1 40	J L. Cunningham	585	3	40 00
Anita	9.0	444	389	283	1 59	F. B. Lawrence	810	8	45 00
Aplington	9.0	249	216	128	1 72	Miss M R. Muhs	540	4	40 00
Arlington	9.0	298	227	172	1 02	M. J. Goodrich	675	3	34 92
Armstrong	7.0	380	360	264	1 09	J P. Huggett	675	5	38 50
Aurelia	9.0	258	227	168	1 43	J. H McClain	720	4	40 00
Bancroft	9.0	341	311	186	1 59	J. R. Byers	630	5	44 60
Battle Creek	9.0	225	235	164	1 73	Frank Jarvis	675	5	41 66
Baxter	9.0	199	154	125	1 30	S. G Richards	450	3	37 50
Bayard	9.0	205	160	128	1 49	J. M. Boggs	630	3	45 00
Beacon	9.0	456	238	211	1 01	J. P. McMurray	630	4	35 75
Belmond	9.0	410	336	236	1 46	Angus Macdonald	900	6	40 83
Birmingham	8.0	248	185	139	96	S. D. Willits	560	3	31 25
Blairstown	9.0	200	186	138	1 55	Chas. Keyes	600	4	36 75
Blanchard	9.0	187	171	136	1 31	W. R. Andrews	450	3	42 50
Bonaparte	8.0	298	242	173	1 33	W. T. Dick	640	4	37 50
Brighton	8.0	288	264	200	99	E. G. Copeland	560	4	32 00
Britt	9.0	473	432	283	1 45	A. M. Deyoe	1000	7	42 54
Brooklyn	9.0	480	364	284	1 72	F. S. Robinson	1100	8	46 00
Calmar	9.0	415	303	175	1 11	H. L. Coffeen	667	4	30 00
Camanche	8.0	255	192	122	1 31	Jesse Tallman	440	3	35 00
*Capital Park	9.0	480	425	308	2 19	J. A. Callison	1200	13	41 67
Carlisle	8.5	195	181	106	1 40	F. B. Taylor	360	3	35 00
Carson	9.0	193	218	141	1 80	J. E. Cameron	760	4	42 50
Casey	9.0	189	160	110	1 82	M. P. Kenworthy	595	3	45 00
Center Point	9.0	202	198	143	1 40	C. C. Gray	630	4	32 50
Central City	9.0	233	200	180	86	T. B. Morris	540	3	31 67
Charter Oak	9.5	358	288	246	1 66	C. F. Garrett	808	5	40 00
Cincinnati	8.0	416	327	254	83	W. C. Kennedy	720	4	30 00
Clarence	9.0	183	192	148	1 91	J. H. Morgan	1111	4	40 00
Clarion	9.0	562	394	280	1 36	G. N. Sabin	900	7	40 00
Clarksville	9.0	221	213	188	1 33	G. H. Betts	900	4	37 75
Clearfield	9.0	258	231	191	1 31	Harry Ash	675	5	35 00
Clermont	9.0	274	234	123	1 26	W. A. Lester	540	3	31 66
Coggon	9.0	142	155	114	1 34	J. E. Gould	540	3	30 83
Coin	9.0	239	255	200	1 03	D. A. Knapp	675	4	32 50
Columbus City	9.0	169	164	118	1 83	J. A. Nickolaus	550	3	32 00
Columbus Junc.	9.0	319	309	245	1 60	D. R. Michener	1000	7	40 00
Conway	8.0	130	119	80	2 16	Edd. Chesbro	456	3	38 75
Coon Rapids	9.0	385	343	256	1 33	D. K. Bond	900	6	40 00
Correctionville	9.0	472	378	238	1 35	J. H. O'Donoghue	1000	5	42 00
Corwith	7.5	214	176	112	2 41	C W Thompson	675	4	45 00
Corydon	8.0	395	352	274	1 33	P. L. Dorland	1000	6	40 00
Cumberland	9.0	180	150	130	1 33	S. C. Dickinson	630	3	45 00

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GRADED SCHOOLS—CONTINUED.

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Dallas Center	9.0	250	200	165	$ 1 50	A. J. Oblinger	$ 720	4	$ 41 70
Danbury	9.0	407	216	167	1 17	F. Overmyer	675	3	40 00
Davis City	8.0	264	204	188	1 00	J. M. Howell	520	4	30 50
Dayton	9.0	304	258	144	1 25	E. A. Rolfe	540	3	40 00
Deep River	8.0	187	191	139	1 33	Della Marsh	520	4	30 00
Defiance	9 0	154	163	106	1 70	A. Farnsworth	540	3	40 00
Delta	8.0	254	203	155	1 23	Walter Athearn	480	4	32 50
De Soto	9.0	173	157	118	1 49	C. W. Danks	585	3	36 66
De Witt	9.0	452	276	190	1 88	Margaret Buchanan	900	7	36 86
Dexter	9.0	250	247	181	1 68	F. L. Martin	675	5	45 83
Doon	9.0	254	193	116	1 81	A. W. Grisell	675	3	45 00
Dow City	9.0	198	160	119	1 65	J. M. Canfield	675	3	40 00
Dows	9.0	272	225	180	1 28	W. H. Blakely	630	4	40 00
Dunlap	9.0	712	461	304	1 65	F. G Miller	990	9	43 33
Dysart	9.0	265	206	175	2 15	H. O Bateman	900	6	46 00
Edgewood	9.0	183	171	126	1 15	J. F. Meighen	500	3	30 00
Earlham	9.0	192	198	127	1 34	C. B Pickrell	450	3	40 00
Earlville	9.0	181	156	128	1 58	H. E. Stetson	720	3	40 00
Early	9.0	189	179	136	1 40	C. H. Jump	630	3	40 00
Eddyville	8.0	390	317	247	1 11	F. S. Thompson	800	5	35 00
Elgin	9.0	239	170	144	1 17	E. E. Amsden	510	3	36 00
Elkader	9.0	410	268	145	2 32	J. E. Webb	1000	5	44 80
Elliott	9.0	193	182	125	1 48	Thos. McCullock	585	3	40 00
Elma	9.0	401	281	209	1 00	J. D. Porter	675	4	33 00
Emerson	9.0	220	190	157	1 37	O. H. Marsh	720	3	45 00
Essex	9.5	223	222	139	1 73	W. I. Long	720	4	41 25
Exira	9.0	327	287	194	1 34	C. W. Johnson	720	5	36 00
Fairbank	9.0	214	163	119	1 31	C J. Burrell	540	3	32 00
Farmington	8.0	376	359	287	1 18	D. T. Sollenbarger	640	7	37 00
Farragut	9.0	178	163	152	1 71	O. P. Beale	855	4	41 25
Fayette	9.0	414	327	246	1 32	C. F. Geiser	810	6	39 00
Fonda	9 0	375	338	232	1 42	A. W. Davis	810	6	40 00
Fontanelle	9.0	317	257	185	1 30	S. R Sutton	540	5	36 00
Forest City	9 0	544	458	329	1 19	J. D. Stout	900	7	41 42
Fremont	8.0	187	202	127	1 30	G W Hursey	480	3	35 00
Fremont City	9.0	215	203	194	99	J. S. Estes	630	3	40 00
Garden Grove	9 0	210	210	170	1 45	J. E. Vertz	810	4	35 00
Garner	9 0	402	382	255	1 47	J F. Doderer	850	7	40 00
Garrison	8.9	182	232	137	1 15	J. E Forsyth	495	3	33 75
Garwin	8.5	164	120	103	1 60	A W. Fuller	425	3	40 00
Gilman	9 0	153	140	127	1 58	Herbert Pease	585	3	45 00
Gilmore	9.0	209	188	130	1 43	B J. Still	585	3	40 00
Gladbrook	9.0	331	298	229	1 27	C. F Kuehne	900	5	38 00
Glidden	9.2	309	255	201	1 19	W. E. Atkinson	900	4	35 00
Goldfield	9 0	274	265	183	1 43	J. F. Bradshaw	630	5	38 00
Gowrie	9.0	213	217	136	1 25	A. L. Brown	675	3	35 00
Grand Junction	9.0	455	303	231	1 23	J. L. Lyon	765	5	40 00
*Grant Park	9.0	302	219	134	1 16	Nellie E. Dean	450	3	35 00
Greene	9.0	353	325	260	1 45	W. F. Barr	900	7	40 00
Greenfield	9.0	467	453	364	98	F. E. Palmer	1000	9	38 33
Griswold	9.0	410	355	238	1 26	G. S. Kirkpatrick	810	5	42 00
Grundy Center	9.0	438	385	327	1 33	W. D. Wells	1125	8	38 75
Guthrie Center	9.0	460	342	265	1 32	S. P. Wylie	720	7	38 75
Guttenberg	10.0	598	241	180	1 62	James Lawrey	800	5	42 50
Hartley	9.0	334	269	174	1 35	E. W. Richards	675	4	40 00
Hawkeye	9.0	119	105	96	1 61	J. R. Gardner	450	3	35 00
Hedrick	9.0	341	236	190	1 41	W. O. Mullin	810	5	36 00
Hiteman	8.0	545	321	152	1 58	H. A. Stiles	480	5	36 00
Holstein	9.0	286	210	166	1 81	H. H. Schroeder	810	5	42 00
Hopkinton	9 0	253	159	132	1 45	C. R. Scroggie	700	3	38 00
Hubbard	9.0	322	275	170	1 70	Geo. Mathes	630	6	37 00
Hull	10.0	300	246	180	1 72	D. M. Odle	800	5	46 00
Humboldt	9.0	344	358	258	1 50	C. Messer.	810	7	42 50
Humeston	8.0	305	242	198	1 06	C. A. Ratcliffe	560	4	35 00
Incline	9.0	347	177	150	1 04	E. M. Cline	540	3	32 00
Ireton	9.0	201	195	160	1 64	J. M. Mishler	765	4	44 45
Jesup	9.0	177	177	113	1 59	T. J. Durant	675	3	35 00

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Jewell	9.0	242	189	137	$ 1 24	M. L. Gerber	$ 550	3	$ 36 25
Kellerton	6.5	204	185	134	1 36	J. D. Cherryholmes	480	3	35 00
Kellogg	8.5	245	216	165	2 02	A. W. Braley	640	7	37 00
Keosauqua	8.0	437	390	270	1 50	F. E Buck	1000	7	40 00
Keota	8.0	286	260	204	1 25	W. L. McKee	600	5	35 92
Kingsley	9.0	279	257	212	1 21	C. E. Hanchett	630	5	37 50
Kirkville	9.0	166	175	124	1 21	J. W. Reynolds	400	3	35 00
Lake Mills	9.0	417	310	215	1 25	S. A. Emery	765	5	36 60
Lake Park	9.0	189	128	98	1 73	H. H. Savage	575	3	35 00
Lake View	9 0	167	168	113	1 55	J. M. Holiday	630	3	35 00
Lamoni	9.0	504	509	330	1 25	D. F. Lambert	450	11	33 00
La Porte City	9.0	498	365	262	1 55	H. B. Lizer	900	7	42 86
Laurens	9.0	227	219	148	1 34	Lillian Crosley	675	3	41 67
Le Claire	9.0	250	192	130	1 54	C. W. Bartine	720	3	40 00
Lehigh	8 0	460	252	198	97	G. W. Green	400	4	35 00
Lenox	9 0	435	372	312	1 26	W B. Moffett	900	7	42 00
Lewis	9.0	260	242	175	1 40	F H Beedle	675	4	42 00
Lime Springs	9.0	243	235	164	1 31	J. E. Stout	765	4	35 00
Lineville	8.0	286	205	151	1 70	S. L. Tipton	800	4	39 25
Liscomb	8.0	154	152	125	1 36	W. O. Reed	520	3	35 00
Lisbon	9.0	320	247	197	1 19	J R. Jamison	540	5	35 00
Little Sioux	8.0	180	147	99	1 70	G. W Guyton	500	3	35 33
Livermore	9.0	235	230	143	1 36	A T. Rutledge	585	3	43 33
Logan	9.0	434	410	341	1 60	H. E. Wheeler	990	10	43 50
Lone Tree	9.0	217	182	135	1 53	S. H. Boller	600	4	35 00
Lohrville	9.0	169	169	127	1 50	J. B. Green	630	3	40 00
Lucas	9.0	350	289	179	1 04	E S. Wells	585	4	30 00
Lynnville	8.0	153	145	118	1 53	E. C. Meredith	640	3	33 33
Macedonia	9.0	169	119	95	1 67	G. R. Sullivan	540	3	33 00
Madrid	8.0	286	233	170	1 15	S. A. Darland	560	3	41 33
Malcom	9.0	176	129	112	1.77	W. J. Cattell	700	3	40 00
Malvern	9.0	401	424	272	1 23	W. E. Kline	675	6	43 33
Manilla	9.0	313	293	223	1 11	C. J. Colden	675	5	36 00
Manning	9 0	405	369	264	1 25	L. J. Neff	720	6	41 67
Manson	9.0	463	448	316	1 27	C. A. Fullerton	1000	8	41 00
Mapleton	9.0	344	293	201	1 74	H. H. Hahn	900	6	41 00
Marathon	9.0	158	178	125	1 50	F. M. Allen	675	3	41 66
Marble Rock	9 0	250	161	124	1 37	W. E. Long	675	3	30 00
Marcus	9.0	287	188	147	1 53	M. C. Ladd	760	4	38 00
Marne	9.0	194	154	115	1 48	A. J. Burton	540	3	36 00
Massena	9.0	160	183	134	1 37	C. O. Smith	450	3	40 00
Maxwell	9.0	289	275	187	1 05	N. G. Richardson	675	3	40 00
McGregor	10.0	477	331	249	2 3	F. N. Williams	1200	9	50 00
Mechanicsville	9 0	203	176	136	1 77	C. McCracken	720	4	40 00
Mediapolis	9.0	216	195	178	1 17	Elizabeth Carringan	650	5	31 00
Menlo	9.0	177	163	142	1 44	P. P. Sullivan	720	3	41 67
Milford	8 5	205	185	97	1 86	L. C. Mahannah	600	3	35 00
Milo	8 0	209	217	162	1 03	E. W. Beard	500	3	35 00
Milton	8.0	321	302	228	1 03	B. W. Hoadley	720	5	31 00
Mitchell	9.0	170	144	97	1 86	J. R. McCollum	675	3	35 00
Mitchellville	9.0	209	179	122	1 97	J. Morrissey	675	4	41 25
Modale	9 0	125	120	85	1 96	M. L Dakan	504	3	37 00
Monona	9.0	215	174	117	1 67	A. J Miller	675	3	40 00
Monroe	8.0	332	282	200	1 78	Amos Huffman	600	7	40 00
Montezuma	9.0	461	353	307	1 46	Bruce Francis	900	8	43 50
Montour	9.0	144	144	121	1 61	A. W. Davis	675	3	40 00
Montrose	7.5	288	282	179	83	J. P. Kennedy	525	3	26 25
Morning Sun	9.0	434	311	238	1 41	A. M. M Dornon	900	6	39 16
Moulton	8.0	399	332	247	1 38	F. E. King	1000	5	43 09
Mount Ayr	7.0	586	540	395	1 24	J. E. Smith	630	10	40 00
Mount Vernon	9.0	368	282	219	1 45	H. R. Wright	675	6	40 00
Moville	8 5	134	120	93	1 93	E. O. Richards	540	3	40 00
Murray	8 0	244	242	159	1 51	E. E. Sams	800	4	35 00
Nashua	9.0	396	367	303	1 29	G. E Hancorne	1000	7	40 00
Neola	9.0	353	218	158	1 82	A. P. Hargrave	675	5	42 50
Newell	9.0	210	225	164	1 55	C. K. Dukes	855	4	40 00
New London	9.0	275	268	204	1 15	S. B. Stonerook	900	4	33 75
New Market	9.0	260	218	178	1 14	W. J. Guthrie	450	5	30 59
New Sharon	9.0	448	416	377	1 03	C. W. Hackler	765	8	37 50

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Nora Springs	9.0	347	285	203	$ 1 38	G. W. Randlett	$ 720	5	$ 40 00
North English	9 0	274	253	186	1 29	O. E. Fleming	675	5	33 00
North McGregor	9.0	225	191	128	1 43	J. J. Mc aul	585	3	39 16
Northwood	9.5	433	353	280	1 24	E. W. G. Vogenitz	650	8	35 00
*Oakdale	9.0	502	432	270	1 87	C. O. Carter	900	10	40 50
Oakland	9.0	305	300	2 7	1 24	W. B. Buckley	765	4	46 25
*Oak Park	9.0	322	271	195	1 93	Z. C. Thornburg	720	7	42 14
Odebolt	9.0	460	430	337	1 16	Chas. Henry	720	7	44 50
Ogden	8.5	310	242	159	1 51	S. F. Reece	680	4	40 00
Olin	9.0	242	210	163	2 00	E. C. Mills	720	4	36 67
Orange City	10.0	713	466	364	1 36	D. W. Gross	1000	11	36 00
Oxford	9.0	283	180	126	2 33	Eugene Henely	738	4	50 00
Oxford Junction	9.0	298	236	204	1 30	W E. Fleming	720	5	37 00
Pacific Junction	9.0	250	231	151	1 55	J. S. Le Page	650	4	38 75
Panora	9.0	370	260	194	1 43	F. E. Green	675	5	40 00
Parkersburg	9.0	362	317	219	1 76	C. A. Draper	585	8	39 90
Paullina	9 0	237	225	149	1 85	G. L. Washburn	675	5	40 00
Peterson	9.0	161	180	114	1 58	E. N. Duroe	540	3	40 00
Pleasantville	8.0	276	270	166	1 26	P. B. Woods	520	5	29 00
Pomeroy	9 0	338	214	192	1 16	J. T. Fackler	675	4	36 88
Postville	9.0	411	254	195	1 54	F. V. Hunt	810	5	42 00
Prairie City	8.5	300	241	225	1 33	J. M. Martindale	680	5	44 00
Prescott	8 0	224	234	128	1 37	A. C. Peckham	560	3	35 00
Preston	9.0	235	171	143	1 36	Grant Farley	675	3	40 00
Primghar	9.0	296	277	214	1 40	J. J. Billingsley	900	5	40 00
Radcliffe	9.0	200	176	122	1 60	H. V Hunt	675	3	40 00
Randolph	9.0	189	180	123	1 56	L B. Stewart	720	3	36 66
Redfield	8.0	222	222	135	1 50	J. H. Ellison	600	3	42 50
Reinbeck	9.0	450	340	248	1 61	O. M. Elliott	900	7	42 85
Rhodes	9.0	182	159	109	1 70	Grant Flora	585	3	40 00
Riceville	9.0	348	254	173	1 60	H. E. Blackmar	765	6	31 67
Richland	9.0	186	180	123	1 39	A. L. Thorburn	540	3	37 10
Riverton	8.5	252	215	175	1 01	B. M. Taylor	585	3	36 00
Riverside	9.0	240	157	117	1 49	L. A. Wescott	630	3	35 00
Rockford	9.0	405	312	259	1 49	L. B. Moffett	900	7	41 00
Rock Valley	9.0	356	294	266	1 06	W. E. Collins	675	5	41 25
Rockwell	9.0	266	256	185	1 14	Sue E. Treston	450	4	40 00
Rockwell City	9.0	321	327	225	1 45	P. C. Holdoegel	833	5	56 88
Roland	7.0	185	159	94	1 80	F Slawter	375	3	38 00
Rolfe	9.0	285	280	174	1 52	T. J. Loar	900	4	41 25
Russell	8.0	214	162	118	1 39	G. L. Gillies	480	3	35 00
Ruthven	9.0	279	268	218	87	J. C. Bennett	585	4	31 25
Sabula	9.0	292	256	201	1 12	J. M. Davis	810	4	36 50
Salem	8.5	205	150	120	1 30	J. A. Rice	555	3	30 00
Sanborn	9.0	505	386	296	1 44	R B. Daniel	1000	7	44 90
Scranton	9.0	308	288	200	1 10	W. H. Meek	675	4	36 25
Sergeant's Bluff	9.0	242	207	132	1 74	J. H. Burgess	630	4	40 00
Sheffield	9.0	209	181	153	1 25	W. J. Flint	765	3	38 75
Shelby	9 0	295	267	213	1 60	C. S. Cobb	810	5	50 00
Schaller	9.0	198	156	137	1 35	A. B. Miller	675	3	36 67
Shell Rock	9.0	238	190	151	1 97	C. E. Buckley	675	6	37 00
Shellsburg	9.0	193	194	142	1 30	Chas. Severance	630	3	38 33
Sibley	9.0	440	420	260	1 70	B. T. Green	1000	7	47 14
Sidney	9 0	383	294	216	1 63	S. M. Mowatt	1000	6	40 00
Sioux Center	9.0	232	200	150	1 23	L. H. Andrews	585	3	40 00
Sioux Rapids	8.5	299	296	204	1 23	L. Hezzelwood	722	5	34 50
Sloan	9 0	270	228	173	1 36	W. N. Orris	675	4	40 00
Spirit Lake	9 0	361	329	200	1 52	W T. Davidson	850	5	42 00
Springdale	9 0	119	129	95	2 16	C. Davis	900	3	35 00
Springville	9.0	197	195	158	1 72	S. S. Milligan	1000	4	40 00
St. Ansgar	8.0	262	212	150	1 31	J. E. Vance	500	4	33 50
St. Charles	8.0	200	158	112	1 21	L. J. Little	480	3	26 67
Stanton	8.0	288	211	158	1 17	C. A. Olson	520	3	40 00
Stanwood	9 0	168	163	104	1 67	A. Wilson	550	3	38 00
State Center	9.0	338	312	251	1 70	Lucy Curtis	1000	7	45 00
Steamboat Rock	8.5	176	129	92	1 95	H. E. Button	585	3	37 00
Story City	9.0	329	211	146	1 23	F. W. Shultis	540	3	40 00

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Strawberry P'nt.	9.0	295	259	208	$ 1 28	F. H. Slagle	$ 675	5	$ 38 00
Sutherland	9.5	273	231	161	1 49	M. P. Fobes	760	4	40 00
Sumner	9.0	487	390	288	1 01	J. W. Dickman	675	7	30 90
Swan	8.0	216	198	119	1 18	M. G. Metcalf	400	3	30 00
Tabor	9.0	330	239	171	1 34	Miss A. L. Blakely	630	4	40 00
Tingley	9.0	152	158	127	1 37	E. T. Sanders	560	3	37 14
Traer	9.0	406	365	315	1 27	R. A. Kletzing	1000	7	41 40
Union	9.0	248	207	149	1 56	A. J. Cavana	675	4	39 25
Ute	9.0	143	138	95	1 67	H. A. Ti ker	450	3	35 00
Vail	9.0	275	143	98	2 13	Z. T. Hawk	800	3	40 00
Valley Junction	9.0	337	220	170	1 00	Lewis Morris	540	3	37 00
Van Meter	9.0	176	176	108	1 55	D. S. Thompson	540	3	35 66
Van Horne	9.0	183	168	104	1 68	John McCarty	585	3	36 66
Victor	9.0	237	250	196	1 40	S. T. May	675	5	40 00
Volga City	9.0	153	153	125	1 39	R. E. Moss	540	3	37 66
Walker	9.0	216	180	109	1 61	C. W. Yerger	630	3	35 00
Wall Lake	9 0	195	185	136	1 43	Nina Marshall	675	3	40 00
Walnut	9.0	336	305	239	1 60	M. E. Crosier	1080	6	43 75
Wapello	8.5	400	351	268	1 23	J. W. Cradler	765	6	40 00
Washta	9.0	175	160	107	1 66	Wm. Durant	522	3	40 00
Waucoma	9.0	213	194	136	1 17	F. E. Finch	585	3	31 66
Wellman	9.0	189	169	120	1 46	Daniel Swindler	630	3	35 00
West Bend	9.0	229	169	122	1 33	R. H. Case	540	3	35 00
West Branch	8 0	249	230	189	1 52	C. H. Atkinson	900	4	40 00
West Burlington	10.0	462	263	206	1 00	Annie S. Hogan	500	4	39 00
West Liberty	9.0	423	398	299	1 71	L. T. Hill	1000	9	44 50
West Side	9.0	184	176	139	1 87	C. N. Brones	720	4	45 00
Wheatland	9.0	244	173	141	1 27	J. J. Moser	630	3	36 67
Whiting	9.0	308	171	169	1 38	J. W. Robey	750	4	39 00
Williamsburg	9 0	353	366	257	1 21	A. T. Hukill	1200	7	44 57
Wilton	9.0	421	364	267	1 40	P. A. McMillen	760	7	41 38
Winfield	8.0	222	203	151	1 45	H. H. Baker	480	4	40 00
Winthrop	9.0	170	170	135	1 19	W. H. Hoover	585	3	32 00
Woodbine	9.5	401	710	414	1 07	M. A. Reed	700	7	52 85
Wyoming	9.0	277	245	192	1 35	L. Buchanan	810	4	42 50

HIGH SCHOOL STATISTICS.

FROM CITIES AND TOWNS OF OVER 1,000 BY THE CENSUS OF 1895.

NAME OF SCHOOL.	1895–1896.						1896–1897.						Years in course.	Years in Latin.	PRINCIPAL.
	ATTENDANCE.			GRADUATED.			ATTENDANCE.			IN GRADUATING CLASS					
	Boys.	Girls.	Total.	Boys	Girls	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.			
Ackley	15	23	38	...	4	4	20	18	38	3	6	9	4	3	O. W. Maxwell.
Adel	36	39	75	3	4	7	45	41	86	5	5	10	4	3	C. R. Aurner.
Afton	17	46	63	...	...	...	8	40	48	...	11	11	4	3	J. B. Morris.
Albia	49	80	129	3	11	14	54	77	131	5	10	15	4	4	H. C. Hollingsworth.
Algona	24	44	68	3	9	12	35	50	85	5	9	14	4	2	Minnie J. Coate.
Ames	31	42	73	2	2	4	40	55	95	2	6	8	4	3	E. D. Y. Culbertson.
Anamosa	44	40	84	7	8	15	45	48	93	5	9	14	4	4	Katheryne Laird.
Anita	25	30	55	6	3	9	12	40	52	...	3	3	4	3	F. B. Lawrence.
Atlantic	57	90	147	12	17	29	67	96	163	8	12	20	4	4	William Wilcox.
Audubon	22	23	45	2	4	6	29	27	56	4	10	14	3	3	F. P. Hocker.
Avoca	26	42	68	2	5	7	24	38	62	4	7	11	3	3	J. Peasley.
Bedford	44	63	107	4	4	8	41	56	97	5	5	10	4	4	G. W. Fisher.
Belle Plaine	47	74	121	4	16	20	54	75	129	8	8	16	4	2	S. B. Montgomery.
Bellevue	13	32	45	1	12	13	17	22	39	1	5	6	3	3	A. P. Heald.
Belmond	24	39	63	4	6	10	23	40	63	3	5	8	4	3	Angus Macdonald.
Bloomfield	21	35	56	5	5	10	21	37	58	4	5	9	4	2	G. M. Holiday.
Boone	30	70	100	7	13	20	58	96	154	6	14	20	4	4	Sara F Rice.
Britt	28	46	74	...	1	1	28	36	64	1	2	3	4	2	A. M. Deyoe.
Brooklyn	41	43	84	5	5	10	39	41	80	8	6	14	4	3	F. S. Robinson.
Burlington	133	205	338	2	32	34	120	191	311	6	26	32	4	4	E Poppe.
Calmar	6	7	13	...	...	...	13	16	29	5	6	11	2	..	H. L. Coffeen.
Carroll	49	50	99	7	4	11	38	52	90	7	4	11	4	4	C. E. Blodgett.
Cascade	...	...	...	...	...	...	†	...	...	...	...	...	..	..	...
Cedar Falls	40	63	103	10	9	19	48	71	119	12	17	29	4	4	Grace I Norton.
Cedar Rapids	170	260	430	15	25	40	170	220	390	30	40	70	4	4	Abbie S. Abbott.
Centerville	40	59	99	2	7	9	49	79	128	8	5	13	4	4	Alice Bradrick.
Chariton	59	99	158	5	19	24	55	107	162	17	23	40	4	3	Jennie Stewart.
Charles City	64	134	198	9	29	38	74	120	194	14	22	36	4	3	J. I. Martin.
Cherokee	51	80	131	6	5	11	48	93	141	9	12	21	4	4	Mamie F. Hearst.
Cincinnati	25	49	74	3	9	12	32	54	86	...	8	8	4	..	W. C Kennedy.
Clarinda	56	70	126	3	7	10	62	83	145	7	11	18	4	4	E. W. Martin.
Clarion	27	56	83	6	4	10	26	55	81	1	11	12	4	2	S. T. May.
Clear Lake	28	48	76	5	1	6	17	47	64	7	14	21	3	3	D. H. Campbell.
Clinton	107	137	244	16	18	34	105	137	242	20	32	52	4	5	E. L. Mason.
Colfax	20	38	58	3	4	7	18	41	59	...	6	6	4	2	D. M. Kelly.
Columbus Junc.	38	36	74	3	7	10	35	36	71	5	5	10	4	3	D R. Michener.
Coon Rapids	23	42	65	3	7	10	24	40	64	...	8	8	4	2	J W. Kitch.
Corning	18	22	40	1	4	5	24	24	48	5	...	5	4	4	Maude Humphrey.
Corydon	27	59	86	4	5	9	23	54	77	2	7	9	4	2	P. L. Dorland.
Council Bluffs	150	261	411	9	46	55	144	194	338	26	36	62	4	4	H B. Hayden.
Cresco	15	45	60	3	7	10	18	60	78	4	15	19	3	..	L. E. A. Ling.
Creston	90	170	260	12	23	35	83	150	233	12	16	28	4	4	T. R. Amlie.
Davenport	172	184	356	31	32	63	163	205	368	39	36	75	4	4	H. H. Roberts.
Decorah	20	52	72	2	3	5	17	46	63	3	3	6	4	4	E. A. Parks.
Denison	24	27	51	3	7	10	24	36	60	5	5	10	3	..	H. V. Failor.
De Witt	28	24	52	11	10	21	21	15	36	7	5	12	3	3	Margaret Buchanan.
Dubuque	109	183	292	17	39	56	137	194	331	35	39	74	4	4	F. L. Smart.
Dunlap	23	28	51	4	3	7	11	19	30	1	5	6	4	3	F. G. Miller.
Dyersville	...	...	...	...	...	...	†	.	...	...	...	...	..	..	...
Eagle Grove	20	36	56	...	...	...	38	59	97	3	12	15	4	3	J. G. Grundy.
East Des Moines	116	175	291	21	31	52	88	156	244	5	23	28	4	3	E. H. White.
East Waterloo	98	142	240	8	15	23	71	107	178	17	20	37	4	3	Lydia Hinman.
Eldon	24	44	68	4	9	13	26	44	70	7	5	12	4	4	E. C. Mills.
Eldora	...	...	...	...	...	...	...	...	‡	...	...	...	..	..	...
Emmetsburg	50	41	91	9	6	15	41	41	82	11	7	18	4	4	Carrie T. Hinckley.
Estherville	40	31	71	5	5	10	35	38	73	10	9	19	4	3	C. C. Stover.
Fairfield	54	98	152	13	18	31	55	90	145	13	19	32	4	3	S. A. Power.

† No high school. ‡ No report.

HIGH SCHOOL STATISTICS—CONTINUED.

NAME OF SCHOOL.	1894-1895.						1895-1896.						Years in course.	Years in Latin.	PRINCIPAL
	ATTENDANCE.			GRADUATED.			ATTENDANCE.			IN GRADUATING CLASS.					
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.			
Farmington	21	28	49	4	8	12	25	30	55	5	1	6	4	2	D. T. Sollenbarger.
Fayette	22	23	45	5	5	10	22	23	45	5	4	9	3	..	C. F. Geiser.
Forest City	31	36	67	...	3	3	23	31	54	4	3	7	4	..	J. D. Stout.
Fort Dodge	60	87	147	9	10	19	57	71	128	7	10	17	4	4	M. O. Buchanan.
Ft. Madison	23	65	88	2	10	12	18	47	65	...	...	...	4	4	C. W. Cruikshank.
Garner	9	17	26	...	...	...	9	24	33	3	3	6	4	3	J. F. Doderer.
Glenwood	24	50	74	5	13	18	25	39	64	3	11	14	4	3	Jessie G. Nutting.
Grand Junction	18	28	46	2	7	9	24	27	51	5	9	14	3	..	C. N. Brones.
Greene	42	59	101	4	3	7	32	45	77	6	8	14	4	3	J. P. Huggett.
Greenfield	40	50	90	3	7	10	38	50	88	6	9	15	4	3	F. E. Palmer.
Grinnell	64	102	166	4	16	20	74	107	181	21	17	38	4	3	Mrs. L. E. Wilson.
Grundy Center	37	49	86	7	15	22	27	35	62	8	7	15	3	1	J. P. Dodds.
Guthrie Center	17	18	35	1	4	5	16	23	39	...	6	6	3	3	S. P. Wylie.
Guttenberg	12	16	28	2	4	6	10	20	30	3	6	9	3	..	James Lawrey.
Hamburg	38	53	91	2	7	9	26	38	64	4	7	11	4	3	J. C. King.
Hampton	69	65	134	11	20	31	47	67	114	7	14	21	4	4	Lenna Prater.
Harlan	45	72	117	4	6	10	52	75	127	9	8	17	3	3	A. W. Merrill.
Hawarden*	36	46	82	...	...	...	21	44	65	1	7	8	3	3	J. H. Orcutt.
Hedrick	45	69	114	17	12	29	31	50	81	4	11	15	3	3	W. O. Mullin.
Humboldt	22	46	68	1	5	6	16	37	53	3	6	9	4	1	Clarence Messer.
Ida Grove	30	47	77	5	9	14	25	34	59	3	4	7	4	3	Sherman Yates.
Independence	34	78	112	5	16	21	47	86	133	7	11	18	4	4	Clara M. Travis.
Indianola	55	43	98	11	8	19	54	61	115	10	6	16	3	3	W. B. Read.
Iowa City	91	111	202	14	9	23	75	96	171	14	12	26	4	4	M. E. Lumbar.
Iowa Falls	25	51	76	2	9	11	28	50	78	...	5	5	4	4	Mrs. Anna Burdick.
Jefferson	48	81	129	5	11	16	57	81	138	2	11	13	4	4	L. B. Carlisle.
Keokuk	81	157	238	11	18	29	84	159	243	15	41	56	4	4	G. E. Marshall.
Keosauqua	41	51	92	8	4	12	43	47	90	8	5	13	4	2	F. E. Buck.
Knoxville	47	81	128	6	8	14	41	84	125	5	13	18	4	3	Harlan Updegraff.
Lake City	23	26	49	3	2	5	27	31	58	4	8	12	3	1	H. Olerich.
Lamoni	35	40	75	5	4	9	32	42	74	4	6	10	4	2	Mamie A. Allen.
Lansing	36	22	58	5	4	9	38	23	61	9	7	16	3	..	J. B. Knoepfler.
La Porte City	15	28	43	4	8	12	15	30	45	3	6	9	3	..	H. B. Lizer.
Le Mars	65	87	152	5	7	12	51	80	131	7	8	15	4	4	Susan Paxson.
Leon	45	72	117	8	7	15	44	73	117	9	13	22	4	3	S. L. Darrah.
Logan	33	37	70	...	...	...	32	35	67	3	6	9	4	3	J. C. Magee.
Lyons	29	51	80	4	15	19	20	45	65	2	8	10	3	3	Annie R. Barker.
McGregor	13	36	49	3	6	9	14	38	52	2	6	8	4	4	F. N. Williams.
Malvern	33	35	68	4	7	11	33	38	71	6	5	11	4	2	W. E. Kline.
Manchester	54	69	123	5	9	14	54	68	122	4	9	13	4	3	A. E. Rigby.
Manning	28	20	48	6	2	8	20	22	42	...	...	...	4	..	L. J. Neff.
Manson	53	46	99	11	6	17	48	41	89	6	6	12	4	2	D. K. Bond.
Mapleton	12	15	27	1	6	7	16	18	34	6	1	7	3	2	H. H. Hahn.
Maquoketa	47	68	115	7	23	30	52	75	127	5	11	16	4	4	C. C. Dudley.
Marengo	39	55	94	4	10	14	41	41	82	5	5	10	4	4	C. H. Carson.
Marion	89	98	187	6	24	30	79	96	175	13	16	29	4	4	Lizzie R. Marshall.
Marshalltown	98	190	288	11	22	33	85	151	236	15	34	49	4	4	C. C. Carstens.
Mason City	104	124	228	13	13	26	82	108	190	10	11	21	4	3	A. R. Sale.
Missouri Valley	38	78	116	2	14	16	42	67	109	...	...	...	4	4	Emma C. DeGroff.
Montezuma	45	57	102	4	13	17	44	53	97	5	9	14	4	3	Bruce Francis.
Monticello	39	54	93	7	14	21	29	55	84	5	10	15	3	2	Mary I. Jarman.
Moulton	35	36	71	3	4	7	42	55	97	5	7	12	4	2	F. E. King.
Mt. Ayr	44	54	98	4	10	14	44	46	90	7	10	17	4	4	Etta Rider.
Mt. Pleasant	43	61	104	11	19	30	36	51	87	7	10	17	3	3	Lida Pittman.
Mt. Vernon	37	34	71	9	11	20	37	32	69	12	6	18	3	2	W. H. Bowser.
Muscatine	74	91	165	6	8	14	70	89	159	11	21	32	4	3	E. F. Schall.
Mystic	...	...	...	...	...	...	...	†	...	...	...	...	..	..	....
Nashua	35	43	78	3	5	8	34	47	81	7	6	13	4	3	E. Ward.
Nevada	23	46	69	2	4	6	27	47	74	6	14	20	3	3	L. T. Weld.
New Hampton	36	53	89	2	6	8	35	60	95	7	9	16	4	4	D. A. Thornburg.
New Sharon	8	33	41	2	4	6	11	27	38	2	6	8	3	3	C. W. Hackler.
Newton	40	63	103	8	13	21	25	74	99	5	13	18	4	4	E. J. H. Beard.
Nora Springs	8	14	22	...	...	...	9	14	23	1	4	5	2	..	G. W. Randlett.
North DesMoines	60	80	140	3	9	12	57	83	140	4	3	7	4	4	W. N. Clifford.
Northwood	24	38	62	2	11	13	19	38	57	9	13	22	3	3	E. W. G. Vogenitz.
Odebolt	39	45	84	1	7	8	28	46	74	5	9	14	4	2	Chas. Henry.

* Including normal department. † No high school.

HIGH SCHOOL STATISTICS—CONTINUED.

NAME OF SCHOOL.	1895-1896.						1896-1897.						Years in course.	Years in Latin.	PRINCIPAL.
	ATTENDANCE.			GRADUATED.			ATTENDANCE.			IN GRADUATING CLASS.					
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.			
Oelwein	25	35	60	2	1	3	29	50	79	4	11	15	4	4	C. E. Smith.
Onawa	..	...	..	...	...	...	.	†	...	...	...	...	..	..	....
Orange City	10	12	22	...	1	1	14	16	30	2	4	6	4	3	J. D. Keller.
Osage	52	81	133	8	17	25	64	93	157	9	20	29	4	4	F. E. Hamlin.
Osceola	49	81	130	1	12	13	53	71	124	8	12	20	4	3	I. N. Beard.
Oskaloosa	78	159	237	8	24	32	82	144	226	9	22	31	4	3	O. E. Dixon.
Ottumwa	58	104	162	7	9	16	62	143	205	5	16	21	4	4	Gwen Griffiths.
Pella	26	39	65	1	7	8	25	39	64	3	5	8	4	..	W. H. Lyon.
Perry	39	83	122	6	13	19	40	85	125	2	14	16	4	3	H. S. Stein.
Red Oak	70	104	174	8	12	20	59	92	151	7	10	17	4	4	J. S. Condit.
Reinbeck	45	36	81	5	5	10	35	26	61	5	5	10	4	3	J. L. Mishler.
Rockford	21	39	60	5	9	14	21	37	58	5	9	14	4	3	L B. Moffett.
Rock Rapids	41	55	96	8	8	16	35	58	93	4	8	12	4	4	Ida Fesenbeck.
Sac City	27	31	58	7	14	21	23	27	50	6	6	12	3	1	J. N. Hamilton.
Sanborn	26	32	58	4	...	4	19	36	55	5	6	11	4	4	R. B. Daniel.
Seymour	19	32	51	...	...	...	19	52	71	...	..	...	3	..	J. W. Condra.
Sheldon	28	47	75	1	6	7	38	59	97	4	2	6	4	4	W. I. Simpson.
Shenandoah	31	31	62	4	1	5	39	48	87	3	4	7	4	4	Evelyn Miller.
Sibley	35	38	73	2	9	11	16	26	42	...	4	4	4	3	B. T. Green.
Sigourney	48	49	97	8	15	23	45	49	94	7	12	19	4	3	Nellie Johnson.
Sioux City	181	228	409	14	17	31	149	238	387	13	36	49	4	4	W. H Turnbull.
Spencer	38	65	103	5	11	16	24	53	77	5	11	16	4	4	Carrie B. Parker.
Spirit Lake	18	19	37	...	..	...	11	14	25	5	7	12	3	..	W. T. Davidson.
Storm Lake	35	40	75	2	4	6	30	35	65	4	9	13	4	4	Clara R. Bamber.
Stuart	47	70	117	4	10	14	48	80	128	7	13	20	4	3	F. W Lambert.
Sumner	17	25	42	3	6	9	15	27	42	7	11	18	2	1	J. W. Dickman.
Tama	12	35	47	1	15	16	22	32	54	3	9	12	3	2	H J. Ferguson.
Tipton	32	46	78	...	...	...	39	67	106	6	12	18	4	3	W. L. Etter.
Toledo	40	55	95	8	15	23	41	67	108	8	13	21	3	3	C. J. Cooper.
Traer	45	41	86	12	3	15	46	62	108	12	12	24	4	3	O. M Elliott.
Villisca	63	86	149	7	19	26	62	80	142	4	7	11	4	4	Theresa E Peet.
Vinton	57	63	120	10	4	14	43	68	111	8	10	18	4	4	Katharine Cunningham.
Wapello	20	40	60	1	5	6	19	32	51	2	8	10	3	3	J. W. Cradler.
Washington	60	101	161	12	26	38	63	100	163	17	27	44	3	2	Clara A. Boss.
Waukon	21	32	53	8	10	18	22	31	53	3	4	7	4	3	E. L Coffeen.
Waverly	43	63	106	2	4	6	25	55	80	3	7	10	4	4	S. H. Sheakley.
Webster City	29	93	122	4	12	16	62	105	167	5	13	18	4	4	Laura Seals.
West Des Moines	174	291	465	18	36	54	176	294	470	16	48	64	4	4	W. O. Riddell.
West Liberty	48	53	101	4	24	28	35	40	75	8	15	23	3	3	F. L. Davis.
West Union	24	29	53	5	5	10	19	29	48	3	8	11	3	2	G. E. Finch.
West Waterloo	60	87	147	11	17	28	43	85	128	8	17	25	4	4	Annie S. Newman.
What Cheer	12	38	50	2	10	12	9	29	38	1	7	8	3	2	Mattie Meacham.
Wilton	22	36	58	3	7	10	21	27	48	4	7	11	3	2	P. A. McMillen.
Winterset	28	50	78	5	18	23	32	58	90	5	8	13	3	3	Gertrude M. Duff.
Woodbine*	147	198	345	10	12	22	78	102	180	9	11	20	3	3	M. A. Reed.

* Including normal department. † No report.

COUNTY SUPERINTENDENTS OF SCHOOLS.

TERM OF OFFICE—JANUARY, 1896, TO JANUARY, 1898.

COUNTY.	SUPERINTENDENT.	POSTOFFICE.
Adair	*A. A. Taylor	Greenfield.
Adams	I. P. Clark	Corning.
Allamakee	*J. F. Smith	Waukon.
Appanoose	E. W. Adamson	Centerville.
Audubon	†D. P. Repass	Audubon.
Benton	*A. W. White	Vinton.
Black Hawk	W. W. Brittain	Waterloo.
Boone	†B. P. Holst	Boonsboro.
Bremer	*L. C. Oberdorf	Waverly.
Buchanan	†W. E. Parker	Independence.
Buena Vista	J. E. Durkee	Sioux Rapids.
Butler	*F. E. Howard	Allison.
Calhoun	*R. W. Murphey	Rockwell City.
Carroll	*J. J. McMahon	Carroll.
Cass	H. B. Newcomb	Atlantic.
Cedar	J. W. Marker	Tipton.
Cerro Gordo	*Eugene Brown	Mason City.
Cherokee	Agnes J. Robertson	Cherokee.
Chickasaw	*C. S. Cory	New Hampton.
Clarke	Lillie Thomas	Osceola.
Clay	*Mrs. Ellen Reed	Spencer.
Clayton	*Sumner Miller	Guttenberg.
Clinton	G. U. Gordon	Clinton.
Crawford	W. T. Wright	Denison.
Dallas	A. C. Hutchins	Adel.
Davis	C. W. Huff	Bloomfield.
Decatur	J. E. Cummins	Leon.
Delaware	L. T. Eaton	Manchester.
Des Moines	M. B. Shaw	Burlington.
Dickinson	*H. A. Welty	Spirit Lake.
Dubuque	*B. J. Horchem	Dubuque.
Emmet	H. H. Davidson	Estherville.
Fayette	*F. H. Bloodgood	West Union.
Floyd	*W. H. Allis	Nora Springs.
Franklin	*Emily Reeve	Hampton.
Fremont	*H. A. Simons	Sidney.
Greene	†W. E. Jenison	Jefferson.
Grundy	†W. W. Taylor	Grundy Center.
Guthrie	C. M. Young	Guthrie Center.
Hamilton	W. F. Cole	Webster City.
Hancock	*S. L. Thompson	Garner.
Hardin	*C. H. Marsh	Eldora.
Harrison	*C. L. Crow	Logan.
Henry	Ed. L. Roth	Mount Pleasant.
Howard	F. A. McPherson	Cresco.
Humboldt	O. S. Opheim	Humboldt.
Ida	*J. C. Hagler	Ida Grove.
Iowa	*W. P. Johnson	Marengo.
Jackson	A. F. Kearney	Maquoketa.
Jasper	*Minnie A. Walsh	Newton.

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* Re-elected. † Re-elected more than once.

COUNTY SUPERINTENDENTS OF SCHOOLS—CONTINUED.

TERM OF OFFICE—JANUARY, 1896, TO JANUARY, 1898.

COUNTY.	SUPERINTENDENT.	POSTOFFICE.
Jefferson	Laura B. Swan	Fairfield.
Johnson	*S. K. Stevenson	Iowa City.
Jones	*T. J. Cowan	Anamosa.
Keokuk	*S. A. Potts	Sigourney.
Kossuth	†B. F. Reed	Algona.
Lee	*A. L. Belles	Mount Hamill.
Linn	*N. H. Richards	Marion.
Louisa	†Lizzie Hughes	Wapello.
Lucas	C. F. Goltry	Chariton.
Lyon	L. A. Dailey	Rock Rapids.
Madison	*J. J Crossley	Winterset.
Mahaska	*Florabel Patterson	Oskaloosa.
Marion	*R. G. Mulky	Knoxville.
Marshall	*C. W. Bacon	Marshalltown.
Mills	Viva Gillilland	Glenwood.
Mitchell	†R. C. Barrett	Osage.
Monona	F. E. Lark	Onawa.
Monroe	Mrs. Angie Reitzel	Albia.
Montgomery	J. W. Clark	Red Oak.
Muscatine	J. A. Townsley	Muscatine.
O'Brien	†Ella Seckerson	Primghar.
Osceola	T. S. Redmond	Sibley.
Page	H. E. Deater	Clarinda.
Palo Alto	*Bessie Larsen	Emmetsburg.
Plymouth	*J. Wernli	Le Mars.
Pocahontas	*Cleland Gilchrist	Pocahontas.
Polk	†W. A. McCord	Des Moines.
Pottawattamie	W. S. Paulson	Council Bluffs.
Poweshiek	*W. C. Rayburn	Grinnell.
Ringgold	J. W. Wilkerson	Mount Ayr.
Sac	J. W. Jackson	Sac City.
Scott	†C. L. Suksdorf	Davenport.
Shelby	*Paul Peterson	Harlan.
Sioux	M. M. Mishler	Orange City.
Story	G. W. Phillips	Nevada.
Tama	A. L. Speaker	Toledo.
Taylor	F. E. Crosson	Bedford.
Union	†Charles Emerson	Creston.
Van Buren	*A. B. Goss	Keosauqua.
Wapello	*Joseph Parks	Ottumwa.
Warren	*Edd R. Guthrie	Indianola.
Washington	Cornelia Klass	Washington.
Wayne	Carrie M. Goodell	Corydon.
Webster	†C. V. Findlay	Fort Dodge.
Winnebago	*L. C. Brown	Forest City.
Winneshiek	G. O. Haugen	Decorah.
Woodbury	*E. A. Brown	Sioux City.
Worth	*S. B. Toye	Northwood.
Wright	†G. T. Eldridge	Clarion.

* Re-elected. † Re-elected more than once.

1897.

ABSTRACT [A]—

SCHOOL'

COUNTIES.	DISTRICTS.			SCHOOLS.			TEACHERS.			
							Number employed.		Av. monthly compensation.	
	District townships.	Independent districts.	Nnmber of sub-districts.	Ungraded.	Rooms in graded.	Av. duration in months.	Males.	Females.	Males.	Females.
Adair	15	15	127	138	28	8.1	58	250	$ 33 62	$ 28 88
Adams	9	33	75	104	22	8.2	59	185	33 77	29 42
Allamakee	9	70	57	126	25	7.3	38	195	33 75	24 65
Appanoose	13	34	95	124	62	7.2	86	201	32 70	27 49
Audubon	12	3	106	105	23	8.2	53	171	34 40	31 94
Benton	10	100	83	172	55	8.2	91	280	34 63	30 27
Black Hawk	10	66	78	141	72	8.2	75	276	36 32	33 94
Boone	11	56	95	147	69	7.8	85	264	33 17	30 79
Bremer	6	63	44	98	32	7.7	23	176	42 00	26 98
Buchanan	9	63	76	133	50	8.3	47	235	35 51	28 13
Buena Vista	15	11	127	136	36	8.1	45	246	38 21	29 54
Butler	11	46	95	133	40	8.2	49	261	36 18	29 59
Calhoun	16	7	135	136	36	7.9	52	241	38 02	30 51
Carroll	13	27	107	133	45	8.2	80	186	35 61	32 33
Cass	15	17	130	139	60	8.6	65	285	40 73	33 16
Cedar	12	44	100	132	47	8.2	46	232	42 27	32 59
Cerro Gordo	12	29	93	130	62	8.1	48	225	33 54	32 43
Cherokee	15	15	127	134	40	8.3	68	252	36 91	32 57
Chickasaw	5	62	53	112	30	7.8	41	169	34 13	27 30
Clarke	9	28	77	101	24	7.4	53	168	28 88	25 43
Clay	16	3	126	125	23	7.6	59	187	30 14	30 00
Clayton	17	35	141	168	52	7.9	65	245	36 98	27 58
Clinton	17	36	133	159	124	8.9	38	307	51 41	34 94
Crawford	20	7	166	165	42	8.3	70	274	36 04	30 69
Dallas	13	32	116	141	66	7.8	78	282	38 30	32 70
Davis	6	67	38	97	24	6.7	55	117	33 01	24 53
Decatur	9	54	66	111	43	7.3	56	178	31 82	26 46
Delaware	14	24	111	126	37	8.4	41	258	38 38	26 81
Des Moines	5	60	25	81	123	8.8	50	201	55 48	40 83
Dickinson	12	5	68	71	17	7.3	24	115	36 80	29 66
Dubuque	10	51	67	126	120	9.1	35	243	63 85	34 63
Emmet	10	2	55	73	20	7.5	20	108	36 78	31 19
Fayette	12	81	106	177	54	7.7	60	306	34 75	26 16
Floyd	11	16	102	112	46	8.2	33	212	39 85	29 20
Franklin	12	35	101	136	29	7.9	39	216	36 13	29 48
Fremont	11	19	99	113	43	8.5	67	215	37 85	33 33
Greene	14	16	128	137	33	8.2	49	283	35 34	28 73
Grundy	10	41	85	121	23	8.3	65	184	34 18	30 54
Guthrie	14	22	126	139	48	8.0	73	250	34 99	29 19
Hamilton	15	27	112	132	38	7.8	81	220	33 67	30 94
Hancock	16	4	125	124	24	7.6	45	149	36 97	31 78
Hardin	8	65	75	137	60	8.0	73	250	39 13	32 05
Harrison	16	32	109	137	61	8.3	71	261	40 14	32 80
Henry	4	72	32	95	38	7.7	50	213	35 38	28 21
Howard	11	11	87	94	24	7.9	47	160	34 56	29 41
Humboldt	10	17	85	102	26	7.9	30	157	36 89	30 47
Ida	12	5	100	100	28	8.4	48	187	39 34	32 22
Iowa	10	65	79	137	40	8.2	73	230	33 59	29 62

REPORTS FOR 1897.

STATISTICS.

PUPILS.					SCHOOLHOUSES.		GENERAL.			
Between ages of 5 and 21.		Enrolled in public schools.	Total average attendance.	Av. tuition per mo. per pupil.	Number.	Value.	Value of apparatus.	Volumes in libraries.	Trees set out on grounds and in thrifty condition.	Schoolrooms in which effects of stimulants and narcotics are taught.
Males.	Females.									
2922	2767	4868	2895	$ 1 82	145	$ 91770	$ 1763	777	2120	161
2538	2389	4024	2565	1 61	111	73530	2966	782	1105	117
3356	3104	4453	2788	1 65	131	109730	4432	1471	588	147
4574	4347	6520	4707	1 22	133	148950	3755	1615	1471	183
2280	2166	3428	2295	1 89	111	83842	5606	671	518	108
4152	3913	6463	4398	1 83	188	154196	6257	2827	2484	200
4707	4546	6904	4554	1 97	150	241030	7018	2506	1881	210
4878	4604	7130	4446	1 70	157	166365	7050	4194	2966	216
2534	2545	3946	2394	1 70	113	81685	4949	2349	2103	129
3295	3126	5132	3366	1 75	149	174540	7569	2513	834	183
2860	2681	4353	2923	2 05	143	116050	5879	2740	1439	172
3045	3031	4818	2975	1 94	145	110260	6304	1746	2101	167
3108	2846	4841	3108	1 92	146	119918	6167	1179	706	172
3775	3706	5388	3501	1 85	146	122070	7820	1765	2992	174
3801	3837	6452	3962	1 88	152	153065	5810	3027	3109	193
3172	2975	4650	3177	2 00	145	154220	9458	3217	2053	169
3200	3111	4919	3396	2 21	146	189890	8353	1088	1157	192
2843	2840	4807	3084	2 06	145	173668	4256	4158	1234	173
2974	3010	4517	2730	1 61	121	82110	6189	1665	2427	138
2228	1943	3592	2257	1 62	107	73825	1189	497	1667	125
2117	1999	3404	2193	2 22	131	93617	5328	599	811	147
4821	4700	7011	4210	1 69	179	158005	6469	2355	1094	212
7450	7501	9812	6330	1 76	185	366580	7762	9901	2767	282
3816	3583	5874	3557	2 02	176	134675	9117	2634	2370	190
3872	3598	6350	4076	2 00	153	148645	8517	1830	4047	206
2732	2704	4508	2735	1 28	105	70010	2037	299	1236	121
3165	3169	5038	3115	1 56	124	100380	3280	837	1702	153
3135	3011	4486	2899	1 76	139	122865	5296	1210	1077	162
6249	6208	7224	4917	2 07	98	276624	9795	1121	1860	204
1180	1141	1685	1150	2 54	74	51914	4773	993	562	84
9967	10505	9257	6069	1 76	146	458788	10715	5070	2056	243
1470	1426	2331	1420	2 28	75	65310	2684	744	365	93
4344	4232	6723	4145	1 66	190	140460	4809	1335	1936	224
2948	2785	4790	2975	1 81	122	141580	5486	1296	1291	153
2511	2270	3806	2435	2 15	142	100195	4069	1074	1471	163
3226	2980	4997	3200	1 82	123	131005	4982	2042	2989	156
3056	2874	4861	2974	1 89	145	109405	3185	1822	2313	156
2503	2360	4149	2478	1 93	128	98180	6384	4877	2404	144
3389	3055	5671	3680	1 72	152	170900	5045	2474	2284	186
3180	3159	4805	2925	2 02	141	128510	6395	884	878	157
2259	2128	3414	2155	2 40	129	106810	6315	772	1486	148
4131	3647	5855	3675	2 01	150	160465	7589	2459	1907	194
4260	4221	7312	4327	1 78	153	154371	8976	2091	3266	197
2822	2766	4525	2730	1 73	106	121678	3501	273	2540	106
2426	2417	3783	2190	1 89	104	78110	3617	1110	424	118
2124	2067	3325	2020	2 12	112	75695	5697	1547	846	128
2138	1920	3207	2027	2 20	105	79900	5672	627	2305	128
3240	3147	5325	3445	1 80	141	122755	4718	2854	2456	166

ABSTRACT [A]—

SCHOOL

COUNTIES.	DISTRICTS.			SCHOOLS.			TEACHERS.			
	District townships.	Independent districts.	Number of subdistricts.	Ungraded.	Rooms in graded.	Av. duration in months.	Number employed.		Av monthly compensation.	
							Males.	Females.	Males.	Females.
Jackson	14	46	107	143	51	8.2	44	217	$ 39 26	$ 28 04
Jasper	17	29	156	179	52	7 9	64	310	38 18	32 63
Jefferson	9	28	68	90	33	7.7	56	169	33 53	27 79
Johnson	16	48	116	160	56	8.2	57	289	36 12	29 86
Jones	9	65	70	129	44	8.2	54	242	37 22	29 75
Keokuk	2	115	24	134	65	8.0	84	217	36 58	28 91
Kossuth	28	8	193	196	39	7.9	60	265	34 42	32 18
Lee	7	65	46	104	107	7 9	51	214	49 72	34 62
Linn	11	72	106	167	174	8.4	88	436	37 48	32 76
Louisa	9	26	60	84	29	8.1	49	136	36 86	30 02
Lucas	4	59	33	90	29	7.5	45	141	32 00	27 28
Lyon	12	18	81	121	33	8.1	53	160	37 12	32 98
Madison	12	26	102	129	36	7 4	57	231	30 74	29 47
Mahaska	9	74	68	134	87	8.3	82	284	36 03	31 28
Marion	4	112	22	137	53	7.7	62	217	35 91	27 05
Marshall	12	57	92	144	83	8.2	78	268	39 67	38 44
Mills	5	62	21	81	40	8.4	32	150	45 97	35 02
Mitchell	8	47	53	92	44	8.0	48	172	36 88	29 39
Monona	17	14	123	139	29	8.2	64	241	33 86	29 44
Monroe	6	48	49	92	25	7.4	39	145	32 17	26 56
Montgomery	10	23	85	103	49	8.2	46	213	41 46	32 34
Muscatine	11	26	67	85	74	8.7	41	207	46 05	34 13
O'Brien	16	6	119	130	46	8.0	62	193	38 87	33 47
Osceola	9	5	52	89	15	7.8	27	123	36 35	33 26
Page	11	46	82	124	56	8.2	64	220	39 93	34 69
Palo Alto	16	4	119	115	31	7 5	43	159	33 38	29 18
Plymouth	23	7	156	167	42	8.4	54	229	36 46	34 40
Pocahontas	15	13	127	134	26	7.7	55	188	34 05	30 04
Polk	13	60	92	140	267	8.5	98	488	51 88	44 20
Pottawattamie	25	25	213	233	145	8.7	106	455	41 03	37 29
Poweshiek	14	22	118	139	41	8.2	65	276	37 42	31 75
Ringgold	12	38	95	125	32	7.8	85	178	30 37	27 85
Sac	16	8	131	131	34	8.3	69	232	33 63	29 86
Scott	13	27	79	103	119	9.5	63	217	62 85	44 81
Shelby	16	9	133	137	32	8.7	104	202	35 30	32 97
Sioux	19	14	146	164	59	8.7	66	160	39 80	34 40
Story	14	28	115	133	55	7.8	76	232	36 34	30 47
Tama	12	78	98	168	56	8.2	66	294	39 34	30 60
Taylor	13	28	100	119	47	8.2	72	216	34 44	31 84
Union	10	23	89	108	53	8.5	43	252	37 86	30 14
Van Buren	8	48	68	114	37	7.2	59	175	35 79	26 74
Wapello	8	49	53	105	98	8.6	63	226	37 94	36 36
Warren	6	89	52	134	35	7.6	60	247	32 62	27 65
Washington	6	85	49	125	48	8.0	72	235	34 64	28 09
Wayne	13	33	90	118	32	7.3	92	189	33 29	25 33
Webster	18	42	135	175	52	7.8	75	259	33 95	30 41
Winnebago	11	5	78	85	23	7.1	42	113	33 78	31 10
Winneshiek	14	46	96	133	44	7.3	57	210	33 71	26 77
Woodbury	17	37	131	173	204	8.6	84	457	43 75	39 18
Worth	12	4	85	85	16	7.2	36	115	31 74	28 88
Wright	16	7	125	129	43	8.0	55	238	38 79	30 89
Totals	1190	3647	9311	12578	5184	8.1	5824	22208	$ 37 01	$ 31 45

REPORTS FOR 1897—CONTINUED.

STATISTICS.

PUPILS.					SCHOOLHOUSES.		GENERAL.			
Between ages of 5 and 21.		Enrolled in public schools.	Total average attendance.	Av. tuition per mo. per pupil.	Number.	Value.	Value of apparatus.	Volumes in libraries.	Trees set out on grounds and in thrifty condition.	Schoolrooms in which effects of stimulants and narcotics are taught.
Males.	Females.									
4116	4018	6347	3960	$ 1 56	154	$ 175453	$ 9913	2689	1603	191
4296	4123	6940	4540	1 80	190	177505	6608	1875	1412	231
2639	2601	4257	2620	1 54	99	91300	1311	918	1501	123
4620	4592	5849	3650	1 99	174	201460	6308	3755	2547	216
3480	3322	5548	3450	1 74	139	146100	7349	1839	2608	172
4340	4134	6744	4330	1 54	145	137882	7099	3011	3775	170
3657	3414	5449	3279	2 32	206	146846	7936	1352	1004	227
6467	6524	7692	5160	1 72	125	382250	5725	3523	2208	203
8929	9160	12527	8770	1 58	207	460670	9811	3466	3949	339
2193	2071	3395	2130	1 83	87	89894	3150	1445	1770	110
2614	2497	4275	2600	1 45	98	81570	2704	425	2189	118
2242	2156	3599	2300	2 40	132	109648	8321	1400	1152	145
2957	2924	5016	3100	1 74	138	94285	2721	605	2842	165
5830	5485	8333	5500	1 43	161	251164	7979	2817	3141	221
4174	4019	6720	4163	1 44	152	162915	4583	1755	2018	190
4534	4327	6990	4670	2 09	155	526070	7848	9544	2582	227
3000	2792	4313	2742	1 78	91	97050	7134	3052	1947	121
2589	2547	3928	2550	1 82	108	100855	6722	1017	3044	126
3027	3034	4713	2945	1 90	145	103573	4565	1179	1910	168
2835	2749	3889	2630	1 40	99	78657	692	741	635	116
3018	2897	5009	3129	1 89	113	155310	4769	4252	3407	151
4308	4098	5764	3812	1 90	102	216125	4401	2711	1929	159
2868	2791	4614	2813	2 30	136	144434	6704	4279	1585	176
1529	1432	2527	1296	2 87	93	53598	4736	944	790	104
3899	3770	6471	3940	1 79	136	152518	5366	1660	4359	174
2270	2160	3510	2102	2 24	127	85850	4602	2236	2299	146
4021	3731	5489	3425	2 25	171	142075	10379	1525	1458	209
2410	2403	3700	2335	2 26	142	90370	5671	639	3451	158
11976	11938	16954	10950	2 21	187	1043240	20637	9996	3431	403
8511	8824	11960	7612	2 12	262	413623	43120	1791	4202	378
3160	3090	5300	3420	1 96	148	130435	5515	4480	3643	180
2914	2642	4610	2890	1 66	133	86760	2795	893	1525	157
2947	2790	4697	2900	1 87	140	87675	3216	702	1548	141
8149	8065	9406	6230	2 01	121	467095	9412	4069	3782	222
3307	3202	5305	3200	1 94	146	106733	7407	1775	4337	168
4070	3982	5882	3751	2 18	181	170300	16170	3880	2969	223
3476	3364	5861	3604	1 84	147	160955	4310	1421	1091	182
4167	3813	6285	4115	1 92	181	175595	5196	3278	3352	224
3230	3035	5281	3227	1 78	132	100845	3996	642	2039	146
3268	3126	5085	3393	1 68	122	190655	4604	953	1631	161
3011	2739	4800	3030	1 53	118	104220	3159	1067	1653	151
5309	5232	8215	5303	1 62	113	327000	4267	3079	1669	201
3438	3376	5679	3307	1 58	144	107695	4091	1829	2335	169
3115	3088	4835	3295	1 69	138	126555	3661	1419	2200	173
3001	2885	4905	3130	1 49	123	88490	3533	1237	340	147
4507	4331	6125	3752	1 93	187	196890	6798	902	1117	227
2168	2147	3193	1795	2 01	91	88135	2917	989	1003	108
3873	3796	5290	2915	1 90	147	133888	4263	1592	773	170
9427	8901	11102	7338	2 31	216	633160	11067	3037	2903	377
1955	1873	2860	1727	1 83	92	54870	3655	419	585	97
3158	2852	4865	3292	1 87	138	114455	5874	2681	1062	173
369772	357922	546836	347620	$ 1 87	13744	$ 16355842	$ 619833	212702	198003	17384

ABSTRACT [B]—REPORTS FOR 1897.

SCHOOL FINANCES.

COUNTIES.	TEACHERS' FUND.							
	DEBIT.				Total debit or credit.	CREDIT.		
	On hand at last report.	Received from district tax.	Received from semi-annual apportionment.	Received from other sources.		Paid teachers.	Paid for other purposes.	On hand.
Adair	$ 20275 73	$32785 80	$ 7180 43	$ 1133 52	$ 61375 48	$ 42673 30	$ 408 0	$ 18294 17
Adams	13402 06	29583 76	6097 75	838 99	49922 56	33822 37	653 70	15446 49
Allamakee	9450 23	29046 60	5617 78	677 66	44792 27	33516 32	189 19	11086 76
Appanoose	21940 30	35054 95	7404 09	324 38	64723 72	41364 79	518 31	22840 62
Audubon	12896 53	30623 84	4914 21	764 55	49229 13	35523 54	15 68	13689 91
Benton	29302 07	53589 63	11307 30	1204 33	95403 33	64831 35	735 25	29836 73
Black Hawk	27702 59	60710 00	10534 81	543 31	99490 71	73661 28	215 53	25613 90
Boone	26213 61	49327 19	8768 26	166 13	84475 19	58956 13	52 13	25466 93
Bremer	17258 12	26026 40	5195 28	1257 84	49737 64	31333 63	381 47	18022 54
Buchanan	21708 10	40690 51	8348 19	602 62	71349 42	48900 82	1389 96	21058 64
Buena Vista	20017 60	41528 48	6557 30	1961 71	70065 09	48546 19	40 55	21478 35
Butler	23143 88	42173 61	6626 05	1373 09	73316 63	47834 33	577 39	24904 91
Calhoun	27086 80	44308 85	6388 11	526 76	78310 52	47195 72	1043 72	30071 08
Carroll	21778 62	47530 39	6964 00	1256 91	77529 92	53009 11	556 15	23964 66
Cass	37551 07	51073 59	10598 11	1331 52	100554 29	64061 55	139 98	36352 76
Cedar	30415 95	42091 54	8458 11	2057 86	83023 46	52150 30	209 64	30663 52
Cerro Gordo	31872 97	45698 69	7052 30	727 95	85351 91	60920 45	1032 80	23398 66
Cherokee	20698 04	44038 97	7126 10	721 95	72585 06	52997 17	316 55	19271 34
Chickasaw	11660 08	29975 86	5258 26	1109 46	48003 66	34308 33	390 05	13305 28
Clarke	10584 61	21963 08	5498 08	488 14	38533 91	27161 21	39 05	11333 65
Clay	14247 24	34415 45	5870 21	1041 48	55574 38	36975 06	81 22	18518 10
Clayton	23648 44	44921 35	9899 72	1723 81	80193 32	56201 12	527 81	23464 39
Clinton	37501 34	86227 37	12578 60	3945 69	140253 00	100012 75	3768 43	36471 82
Crawford	26396 33	53227 10	11345 88	1134 46	92103 77	59709 61	150 43	32243 73
Dallas	23979 73	55011 68	10152 60	2898 23	92042 24	63530 61	1811 37	26700 26
Davis	8060 00	16359 99	5895 83	265 57	30581 39	23515 61	33 49	7032 29
Decatur	16620 00	31338 64	5391 34	1598 60	54948 58	35446 73	1232 92	18268 93
Delaware	21219 99	36112 75	6858 54	773 41	64964 69	42900 05	90 00	21974 64
Des Moines	16031 86	76160 20	10641 69	1617 21	104750 96	89567 13	208 16	14975 67
Dickinson	6730 10	18327 65	3940 11	1139 20	30137 06	21308 00	213 29	8615 77
Dubuque	15944 40	74992 40	20517 47	410 65	111864 92	97177 06	259 46	14428 40
Emmet	4744 66	21022 82	3088 45	209 11	29065 04	24273 49	208 65	4582 90
Fayette	24290 55	44320 04	9365 11	1116 04	79091 74	52955 56	1064 08	25072 10
Floyd	14251 74	37624 50	6819 81	1160 37	59856 42	44211 28	240 94	15404 20
Franklin	22691 09	36801 03	5978 96	791 16	66262 24	41325 56	80 35	24856 33
Fremont	30857 25	39170 26	7435 89	1521 46	78984 86	49478 15	349 95	29156 76
Greene	28093 57	39673 34	6379 39	1116 14	75262 44	46068 93	489 10	28704 41
Grundy	24977 58	36408 98	6029 85	437 72	67854 13	39717 42	110 71	28026 00
Guthrie	28446 03	42985 87	7491 81	478 68	79102 39	50631 91	79 88	28690 60
Hamilton	21528 65	40890 26	5817 26	1088 40	69324 57	46141 70	730 51	22452 36
Hancock	13795 96	34772 38	3966 57	529 33	53064 24	39299 50	1008 77	12755 97
Hardin	38132 96	55517 69	9630 05	493 97	103774 67	58971 56	222 69	44580 42
Harrison	44874 04	55097 81	9422 86	2015 03	111409 74	63930 06	781 04	46698 64
Henry	16412 23	29457 99	8512 08	291 45	54673 75	36267 57	1550 28	16855 90
Howard	7342 31	28569 75	4904 82	2108 71	42925 59	32676 01	887 70	9361 88
Humboldt	14438 29	30076 80	4195 34	847 41	49557 84	33846 45	108 70	15602 69
Ida	19918 55	30708 85	5562 40	820 46	57010 26	37429 21	1222 61	18358 44
Iowa	23537 11	39909 04	6777 53	4041 60	74265 28	50913 60	564 33	22787 35

ABSTRACT [B]—REPORTS FOR 1897—CONTINUED.

SCHOOL FINANCES, 1897.

COUNTIES.	TEACHERS' FUND.							
	DEBIT.				Total debit or credit.	CREDIT.		
	On hand at last report.	Received from district tax.	Received from semi-annual apportionment.	Received from other sources.		Paid teachers.	Paid for other purposes.	On hand.
Jackson	$ 28448 93	$ 43651 53	$ 9851 82	$ 2070 90	$ 84023 18	$ 50525 10	$1134 17	$ 32363 91
Jasper	31958 33	53881 98	11004 19	1387 35	98231 85	64530 15	756 24	32945 46
Jefferson	13069 23	24923 21	7407 61	804 21	46204 26	31131 49	357 79	14714 98
Johnson	17887 06	47691 27	10935 31	1388 17	77901 81	59554 35	278 84	18068 62
Jones	22841 17	41126 05	10364 12	4387 94	78719 28	49115 08	3427 69	26176 51
Keokuk	32372 53	41576 95	12671 94	1454 68	88076 10	53411 40	332 98	34331 72
Kossuth	22288 42	54217 13	7399 32	1436 81	85341 68	60233 95	1537 25	23570 48
Lee	15262 32	53254 87	14099 29	1049 10	83665 58	70074 02	290 81	13300 75
Linn	37943 25	99524 12	18510 98	2594 01	158572 36	116032 01	846 62	41693 73
Louisa	12482 92	25312 05	5553 55	1569 34	44917 86	31496 85	86 89	13334 12
Lucas	18837 71	20585 03	6413 86	399 87	46236 47	28299 80	225 11	17711 56
Lyon	15602 82	45412 76	4109 66	1564 69	66689 93	44693 92	187 76	21808 25
Madison	17268 40	31479 27	6918 00	444 42	56110 09	37480 36	304 09	18325 64
Mahaska	32837 30	54542 38	10406 91	952 57	98739 16	65245 38	470 91	33022 87
Marion	27482 44	38738 21	7183 86	703 88	74108 39	46061 23	351 40	27695 76
Marshall	60952 13	69878 85	10275 62	2017 49	143124 09	79958 75	15146 48	48018 86
Mills	27135 18	32060 21	7871 80	1367 60	68434 79	40940 06	466 84	27027 89
Mitchell	12398 05	32429 85	5759 36	1178 90	51766 16	37238 62	696 95	13830 59
Monona	21442 59	40910 14	5860 00	1112 50	69325 23	45440 74	437 78	23446 71
Monroe	11322 78	21704 23	5834 48	630 65	39492 14	27097 19	141 73	12253 22
Montgomery	18599 50	42080 62	7147 04	616 93	68444 09	48368 49	122 62	19952 98
Muscatine	19040 79	50971 00	11210 85	1578 16	82800 80	63011 84	1197 06	18591 90
O'Brien	21254 97	46474 42	4542 37	1608 85	73880 61	51718 68	415 10	21746 83
Osceola	10759 71	24000 67	4208 14	1020 33	39988 85	29062 11	430 65	10496 09
Page	26247 45	48796 41	9369 54	1596 37	86009 77	57737 35	1648 80	26623 62
Palo Alto	10156 44	31612 97	3537 42	1190 12	46496 95	35376 11	1339 80	9781 04
Plymouth	23224 43	54534 95	8929 33	951 83	87640 54	64743 31	275 38	22621 85
Pocahontas	16772 29	33101 94	5353 53	788 45	56016 21	40526 03	851 14	14639 04
Polk	94478 30	175220 86	27766 20	3608 69	301074 05	206080 78	2411 86	92581 41
Pottawattamie	58202 17	127197 24	18956 41	875 52	205231 34	140352 57	546 62	64332 15
Poweshiek	20750 21	50472 84	9422 86	1500 34	82146 25	54852 03	310 22	26984 00
Ringgold	17785 51	31039 48	5262 70	393 55	54481 24	37415 65	107 22	16958 37
Sac	33248 14	41024 54	6602 90	961 47	81837 05	44972 80	93 24	36771 01
Scott	33984 07	105767 12	16084 99	2289 18	158125 36	118978 33	476 36	38670 67
Shelby	28415 09	43905 15	7125 45	489 23	79934 92	54101 22	143 36	25690 34
Sioux	26498 51	67779 76	9233 14	1027 32	104538 73	71813 71	3167 08	29557 94
Story	32033 86	43011 78	7954 85	517 22	83577 71	51006 27	268 02	32303 42
Tama	36671 35	48924 23	11638 26	2271 13	99504 97	64943 99	447 03	34113 95
Taylor	19453 19	39363 80	5251 85	1921 30	65990 14	47055 99	127 92	18806 23
Union	11869 71	41768 05	6427 15	6004 20	66069 11	48308 48	5068 36	12692 27
Van Buren	21419 46	25854 65	6681 13	1060 76	55016 00	33254 84	110 32	21650 84
Wapello	23328 18	61734 59	12069 60	740 82	97873 19	73969 51	76 14	23827 54
Warren	23986 79	33028 95	8497 85	852 66	66366 25	39714 99	408 19	26243 07
Washington	22479 46	34681 57	9614 41	3357 67	70133 11	44606 45	930 40	24596 26
Wayne	23247 07	27176 05	6141 54	1614 00	58178 66	33881 94	324 40	23972 32
Webster	23018 62	47667 14	8325 71	980 75	79992 22	58865 82	3840 67	17285 73
Winnebago	9556 88	23332 77	3718 52	567 23	37175 40	25610 25	1300 00	10265 15
Winneshiek	17231 47	34254 53	7585 81	979 03	60050 84	40431 01	1348 21	18271 62
Woodbury	85773 98	118529 80	18809 73	1649 74	224763 25	145631 98	604 34	78526 93
Worth	6944 88	20508 24	4671 83	1344 74	33469 69	22808 64	....	10661 05
Wright	28168 77	43804 98	5376 79	1579 64	78930 18	49342 50	142 50	29445 18
Totals	2348105 77	4459044 92	816044 27	129196 34	7752391 30	5264353 70	82993 32	2405044 28

ABSTRACT [B]—

SCHOOL

COUNTIES.	SCHOOLHOUSE FUND.								
	DEBIT.				CREDIT.				
	On hand at last report.	Received from district tax.	Received from other sources.	Total debit or credit.	Paid for schoolhouses and sites.	Paid on bonds and interest.	Paid for libraries and apparatus.	Paid for other purposes.	On hand.
Adair	$ 2746 67	$ 3853 28	$ 485 65	$ 7085 60	$ 1892 13	$ 2365 23	....	$ 1244 91	$ 1583 33
Adams	1109 76	2747 99	2482 02	6339 77	2664 29	862 16	....	494 18	2319 14
Allamakee	1746 86	6078 66	1037 13	8862 65	5148 38	1828 02	$ 70 14	200 25	1615 86
Appanoose	3258 49	12392 26	6077 65	21728 40	4590 12	11160 46	645 32	4337 43	995 07
Audubon	457 54	4377 14	8329 62	13164 30	514 47	10530 49	....	1466 31	653 03
Benton	3030 03	6425 51	727 84	10183 38	3998 44	3264 07	63 67	669 53	2187 67
Black Hawk	936 22	12183 99	53755 92	66876 13	29951 31	28612 62	....	341 38	7970 82
Boone	2493 14	10291 18	440 13	13224 45	1271 11	3178 75	....	1612 84	7161 75
Bremer	1303 52	1710 97	759 76	3774 25	592 67	1580 66	....	969 26	631 66
Buchanan	3546 74	3649 29	1557 92	8753 95	748 40	6847 56	8 00	296 54	853 45
Buena Vista	3869 97	9185 67	570 44	13626 08	2032 57	7469 95	....	1371 14	2752 42
Butler	2218 77	4591 44	4417 48	11227 69	3961 69	1981 83	....	319 30	4964 87
Calhoun	1689 62	6927 62	3811 03	12428 27	5796 64	2465 67	....	378 17	3787 79
Carroll	4521 02	5958 61	...	10479 63	580 00	3429 95	18 00	2566 54	3885 14
Cass	3902 53	7083 02	2162 10	13147 65	2826 25	5493 97	....	1657 60	3169 83
Cedar	1288 74	6203 00	125 64	7617 38	3607 91	1983 61	....	137 97	1887 89
Cerro Gordo	4175 67	11681 61	5545 94	21403 22	10281 41	3735 06	...	5023 84	2362 91
Cherokee	3429 80	8044 77	4646 98	16121 55	1233 62	8917 64	546 89	1644 39	3779 01
Chickasaw	1342 17	3765 41	406 78	5514 36	1109 26	1961 30	....	1129 86	1313 94
Clarke	3547 77	3605 45	1282 50	8435 72	2016 47	4601 57	....	181 06	1636 62
Clay	1580 60	5037 26	138 86	6756 72	3748 02	792 91	....	666 00	1549 79
Clayton	1398 34	3784 12	2931 14	8113 60	1446 85	3781 34	....	1014 68	1870 73
Clinton	4858 21	11548 66	12724 57	29131 44	15511 59	5328 25	.. ..	3975 90	4315 70
Crawford	1402 33	6095 49	411 59	7909 41	2119 40	3263 04	225 00	115 14	2186 83
Dallas	3495 89	4445 95	3465 09	11406 93	571 56	8609 81	....	948 28	1277 28
Davis	704 50	1373 80	18 76	2097 06	38 00	1245 52	....	411 73	40 81
Decatur	750 17	4928 29	746 18	6424 64	1425 53	2626 10	.... ..	792 51	1580 50
Delaware	3010 25	5523 92	15 23	8549 40	1960 96	3128 05	50 00	326 81	3083 58
Des Moines	7747 94	10286 19	26476 71	44510 84	30631 58	10019 06	.....	97 38	3762 82
Dickinson	1582 41	5294 65	2839 78	9716 84	3366 63	1663 98	654 33	1586 08	2445 82
Dubuque	1509 24	12020 66	442 77	13972 67	892 42	10636 26	14 86	389 43	2039 70
Emmet	1939 66	9151 44	171 82	11262 92	8540 68	1352 50	56 17	414 49	899 08
Fayette	2530 04	3687 35	4575 41	10792 80	4269 61	2634 39	... .	962 81	2925 99
Floyd	800 95	4479 43	....	5280 38	827 63	3658 65	....	111 35	682 75
Franklin	4856 10	6503 48	412 88	11772 46	5688 84	1528 35	....	1530 57	3024 70
Fremont	3268 75	6490 22	6946 47	16705 44	6560 17	5095 50	64 48	1563 35	3421 94
Greene	2853 24	4100 94	130 48	7084 66	2422 96	2843 50	....	648 22	1169 98
Grundy	621 79	4484 54	15088 28	20194 61	13659 65	1257 67	11 57	1431 77	3833 95
Guthrie	10534 53	7696 77	100 33	18331 63	9633 47	3397 07	349 73	1742 71	3208 65
Hamilton	3617 72	7115 50	308 18	11041 40	1647 73	3426 08	....	1437 15	4530 44
Hancock	5511 41	10840 18	1042 94	17394 53	6072 99	1817 67	159 48	3036 21	6308 18
Hardin	2670 78	11903 16	2307 92	16881 86	7061 86	4621 59	632 84	3409 96	1155 61
Harrison	1188 84	7378 42	9677 21	18244 47	5436 28	5697 60	.....	1437 61	5672 98
Henry	556 23	2970 87	12513 01	16040 11	10485 85	2916 22	1015 00	796 75	826 29
Howard	3895 60	2545 81	2265 46	8706 87	4909 74	1789 00	14 95	1214 48	778 70
Humboldt	3073 90	4145 26	1109 65	8328 81	1625 90	3104 11	39 66	749 89	2809 25
Ida	495 19	2187 46	1702 13	4384 78	876 72	2338 11	7 50	455 66	706 79
Iowa	2591 56	5186 73	55 60	7833 89	981 60	2949 52	20 00	655 51	3227 26
Jackson	3475 20	6380 96	2478 02	12334 18	2596 18	2740 98	16 98	2555 32	4424 72
Jasper	2361 67	14044 18	8071 08	24476 93	9673 97	9907 87	12 45	1440 60	3442 04

REPORTS FOR 1897—CONTINUED.

FINANCES.

CONTINGENT FUND.										
DEBIT.			Total debit or credit.	CREDIT.						
On hand at last report.	Received from district tax.	Received from other sources.		Paid for fuel, rent, repairs, insur'nce and janitors.	Paid secretaries and treasurers.	Paid for records, dictionaries and apparatus.	Paid for free text-books.	Paid for general supplies.	Paid for other purposes.	On hand.
$ 4480 43	$ 13129 71	$ 1011 51	$ 18621 65	$ 8799 84	$ 1338 64	$ 172 90	$ 382 15	$ 1334 27	$ 1576 83	$ 5017 02
3085 52	10647 86	1122 08	14855 46	5676 77	1004 78	248 67	....	1304 28	1686 93	4934 03
5750 71	9378 97	1047 40	16177 08	5872 82	1111 08	983 65	321 77	1210 99	573 19	6103 58
5573 67	15473 23	507 22	21554 12	10949 97	978 62	55 89	....	370 50	4254 73	4944 41
6280 92	11401 69	652 39	18335 00	7213 68	1028 60	267 42	39 56	1343 80	732 72	7709 22
10378 86	19473 99	1427 80	31280 65	13050 43	1841 64	494 76	94 38	1197 16	1800 09	12802 19
7517 20	23187 47	892 62	31597 29	15695 79	1521 24	1143 66	112 30	2541 11	3812 79	6770 40
4920 60	19155 36	3393 06	27469 02	13154 09	1886 27	285 11	14 75	1297 13	5282 33	5549 34
5516 42	9244 23	534 55	15295 20	6087 33	1129 83	62 51	....	1115 28	494 52	6405 73
5853 91	18960 94	2126 92	26941 77	8925 39	1353 74	355 86	42 84	1960 27	4576 12	9727 55
7563 50	16675 18	1667 52	25906 20	11376 26	1258 47	477 74	493 62	1626 52	1929 31	8744 28
10773 79	14657 59	243 42	25674 80	9465 76	1546 76	904 15	41 07	1375 51	1270 97	11070 58
6451 04	15971 68	1121 09	23543 81	10567 91	1555 79	253 68	460 21	1934 09	1663 35	7108 78
5527 70	18383 46	2514 41	26425 57	12683 25	1547 34	415 58	1349 53	1777 54	677 70	7974 63
9038 48	17284 15	1195 62	27518 25	9436 32	1331 28	240 71	242 15	3894 61	1624 49	10748 69
6592 51	13887 75	1101 17	21581 43	9106 30	1494 02	421 38	218 76	1446 86	883 37	8010 74
6574 85	21818 71	8587 67	36981 23	14835 60	1411 69	1063 16	734 55	1875 47	10101 29	6959 47
8753 17	17090 63	1140 79	26984 59	12382 23	1665 98	571 99	19 44	2319 59	1109 84	8915 52
3808 41	10533 67	1307 52	15649 60	6623 54	1106 13	284 94	211 37	883 60	1292 94	5247 08
4590 71	9093 05	70 29	13754 05	5991 23	1091 96	13 80	....	965 94	276 26	5411 86
5510 03	12627 45	1516 98	19654 46	6817 87	1085 82	1412 56	899 73	1062 29	2814 83	5561 36
8709 24	13489 67	2186 20	24385 11	8896 99	1595 25	452 66	1043 41	1973 92	2292 74	8130 14
11427 78	25603 49	1238 71	38269 98	17438 48	2243 25	793 67	190 29	3403 29	3089 07	11111 93
12236 96	17790 45	2360 12	32387 53	11282 76	1766 65	177 65	805 24	3817 26	1388 90	13149 07
8243 38	19846 77	2475 11	30565 26	11324 40	1780 20	1542 36	814 46	2486 77	1789 70	10827 37
3485 55	5819 63	817 78	10122 96	4100 27	913 73	214 80	......	543 78	431 26	3919 12
3498 88	10126 98	2310 51	15936 37	8482 46	1145 53	200 36	285 45	932 13	1049 37	3841 07
5235 82	11546 99	1292 67	18075 48	8460 68	1105 25	508 84	23 88	1177 34	692 15	6107 34
3158 69	25338 85	1543 57	30041 11	16812 98	1315 09	1306 85	321 35	2033 79	4773 51	3477 54
2594 67	8193 81	651 84	11440 32	4919 70	733 13	424 37	....	947 63	738 22	3677 27
6423 96	40936 74	402 07	47762 77	31772 59	2590 35	689 80	4 29	4885 15	1607 87	6212 72
2605 34	9379 63	726 13	12711 10	5942 00	714 01	762 87	21 10	1319 40	596 20	3355 52
5144 73	15662 08	1617 95	22424 76	10244 60	1591 15	301 06	5 20	1146 16	1497 32	7639 27
3664 68	15998 05	422 25	20084 98	9441 41	725 50	480 12	....	1109 41	1537 03	6791 51
5389 10	13756 90	1310 96	20456 96	5875 54	1423 63	411 13	170 24	2698 29	1083 46	8794 67
5622 28	14918 42	3951 70	24492 40	8265 33	1161 47	168 73	84 24	1563 56	7298 09	5950 98
5431 41	13047 55	1795 37	20274 33	7997 46	1345 32	58 65	564 93	3459 93	1023 96	5824 08
3662 84	11844 92	2744 61	18252 37	10177 86	1081 94	635 11	....	897 07	2310 49	3149 90
8376 01	15870 39	2073 05	26319 45	11878 56	1339 82	816 09	123 43	1680 12	2669 78	7811 65
6107 29	12473 83	2053 25	20634 37	7882 45	1461 75	1858 80	....	2708 43	2710 64	4012 30
5358 59	15519 60	1323 48	22201 67	8413 03	1045 93	774 84	353 69	1532 74	1168 84	8912 60
8811 68	19925 55	1953 97	30691 20	13186 59	1689 41	363 16	65 00	1805 73	2594 30	10987 01
9254 54	20172 08	2446 59	31873 21	13392 96	1564 53	273 16	663 71	2544 56	2751 66	10682 63
6078 89	9747 93	751 00	16577 82	6729 95	1226 08	87 40	....	1157 11	1030 40	6346 88
4379 13	10594 53	2849 07	17822 73	6487 22	958 13	915 95	....	1480 54	3244 72	4736 17
5136 68	9595 46	1063 43	15795 57	6743 77	841 16	432 13	29 60	934 66	737 31	6076 94
4852 42	10686 75	1924 27	17463 44	8281 82	1073 83	635 32	59 35	469 06	1143 65	5800 41
6868 64	14127 66	3990 12	24986 42	9354 75	1566 52	451 73	1038 36	1361 09	4497 64	6716 33
6231 58	13859 44	1696 45	21787 42	10540 42	1587 53	822 75	682 39	1225 73	1294 48	5634 12
10490 53	17165 63	1447 47	29103 63	13219 93	1445 00	761 97	1330 04	1733 87	1608 02	9004 80

ABSTRACT [B]—

SCHOOL

COUNTIES.	SCHOOLHOUSE FUND.								
	DEBIT.				CREDIT.				
	On hand at last report.	Received from district tax.	Received from other sources.	Total debit or credit.	Paid for schoolhouses and sites.	Paid on bonds and interest.	Paid for libraries and apparatus.	Paid for other purposes.	On hand.
Jefferson	$ 1451 64	$ 4524 20	$ 1112 72	$ 7088 56	$ 458 89	$ 5158 90	$ 27 98	$ 885 89	$ 556 90
Johnson	1561 14	6588 53	896 60	9046 27	3185 65	2103 86	....	903 15	2853 61
Jones	5811 14	3872 49	1535 76	11219 39	3624 50	3231 52	32 66	666 53	3664 18
Keokuk	3026 67	3317 91	1726 93	8071 51	2309 41	2738 91	....	1158 64	1864 55
Kossuth	4289 10	15684 81	8289 47	28263 38	15615 31	1514 14	502 84	3997 97	6633 12
Lee	3790 37	9199 65	1770 90	14760 92	853 50	8809 51	1097 22	375 33	3625 36
Linn	3341 41	25081 11	602 09	29024 61	760 25	19747 69	9 61	475 17	8031 89
Louisa	1380 56	2308 15	3048 21	6736 92	617 19	3322 32	44 17	1051 38	1701 86
Lucas	1519 56	4148 49	2161 20	7829 25	5111 29	1032 96	87 00	1018 77	579 23
Lyon	19891 77	17114 59	3375 12	40381 48	19773 56	9361 65	752 23	2384 13	8109 91
Madison	282 09	3603 61	....	3885 70	301 46	2316 10	....	67 02	1201 12
Mahaska	701 67	4846 25	30797 41	36345 33	26152 11	2526 53	23 59	200 72	7442 38
Marion	704 78	5648 55	11717 62	18070 95	7833 67	3297 79	....	661 97	6277 52
Marshall	3058 47	20338 51	11789 88	35186 86	5932 16	7355 77	....	19210 25	2688 68
Mills	1147 46	5152 68	3556 36	9856 50	4429 49	2937 90	5 00	1529 72	954 39
Mitchell	1445 05	4975 28	957 47	7377 80	2499 12	2269 48	....	791 31	1817 89
Monona	5272 11	6093 20	1635 45	13000 76	6639 36	1772 48	10 51	1300 21	3278 20
Monroe	639 01	3741 50	25 00	4405 51	1263 54	2367 95	50 18	428 15	295 69
Montgomery	1115 93	7107 35	299 31	8522 59	2866 83	2780 00	40 00	1150 71	1685 05
Muscatine	1764 78	2586 14	28364 18	32715 10	22518 84	9571 55	....	103 69	521 02
O'Brien	5004 71	8230 98	40 79	13276 48	5462 82	2416 74	178 00	1559 85	3659 07
Osceola	2585 65	5114 95	109 35	7809 95	1866 09	678 95	....	1290 23	3974 68
Page	3244 03	3822 75	103 09	7169 87	491 16	3568 24	57 85	416 65	2635 97
Palo Alto	5629 10	7361 23	963 53	13953 86	8116 96	1803 35	6 44	935 15	3091 96
Plymouth	6922 77	9778 18	16032 97	32733 92	7882 18	18888 96	369 89	1887 79	3705 10
Pocahontas	3167 01	4727 27	353 60	8247 88	3845 93	963 83	....	1630 90	1807 22
Polk	6486 32	47722 96	41686 75	95896 03	16815 76	51325 85	274 20	8354 82	19125 40
Pottawattamie	5540 90	19294 80	17523 14	42358 84	22261 16	8187 81	108 98	763 90	11036 99
Poweshiek	3770 71	7537 39	6500 00	17808 10	11700 89	2198 50	56 48	356 96	3495 27
Ringgold	1940 13	4803 89	2777 91	9521 93	4382 56	1554 49	25 50	1067 56	2491 82
Sac	1787 81	5708 32	416 82	7912 95	686 98	1268 94	78 20	1834 17	4044 66
Scott	1886 34	21373 72	9811 94	33072 00	29681 78	1209 50	105 50	465 98	1609 24
Shelby	3172 18	5587 91	155 67	8915 76	4729 96	1595 60	2 75	600 35	1987 10
Sioux	6261 21	14761 49	2528 74	23551 44	9042 87	6560 36	554 00	2541 35	4852 86
Story	2270 11	7246 79	1012 80	10529 70	1603 01	4365 40	62 48	837 17	3661 64
Tama	4280 42	7713 90	3320 78	15315 10	2774 57	6525 40	....	1992 39	4022 74
Taylor	795 94	3087 45	1641 92	5525 31	....	1914 79	314 92	2257 96	1037 64
Union	6256 74	8193 07	613 81	15063 62	1133 02	7344 99	....	171 78	6413 83
Van Buren	756 79	3586 62	1490 70	5834 11	3669 05	1027 82	35 10	394 17	707 97
Wapello	1712 08	12071 44	8308 26	22091 78	6452 31	10605 20	19 90	890 70	4123 67
Warren	1624 47	5917 12	1121 16	8662 75	2050 29	4480 60	......	145 17	1986 69
Washington	8174 16	2893 75	31 32	11099 23	5352 73	2185 63	119 22	2105 04	1336 61
Wayne	4316 71	5572 56	2289 25	12178 52	2980 89	5403 20	....	1663 76	2130 67
Webster	1826 71	7152 22	67746 40	76725 33	31198 93	42169 79	......	2026 68	1329 93
Winnebago	4231 35	6175 05	23408 15	33814 55	13590 75	16142 48	91 24	405 53	3584 55
Winneshiek	24481 01	3694 01	2075 58	30250 60	27595 88	515 06	435 85	154 69	1549 12
Woodbury	3902 77	38788 18	9958 73	52649 68	28220 93	19444 52	68 07	1289 04	3627 12
Worth	1108 19	2243 77	457 50	3809 46	1061 75	1232 30	....	819 60	695 81
Wright	3026 78	8687 26	407 84	12121 88	1586 52	3761 88	......	3875 97	2897 51
Totals	323855 88	767170 59	554340 26	1645366 73	638485 37	549998 46	10344 58	143056 87	303481 45

REPORTS FOR 1897—CONTINUED.

FINANCES.

CONTINGENT FUND.										
DEBIT.			Total debit or credit.	CREDIT.						
On hand at last report.	Received from district tax.	Received from other sources		Paid for fuel, rent, repairs, insurance and janitors.	Paid secretaries and treasurers.	Paid for records, dictionaries and apparatus.	Paid for free text-books.	Paid for general supplies.	Paid for other purposes.	On hand.
$ 3895 05	$ 7522 72	$ 209 30	$ 11627 07	$ 5539 77	$ 859 30	$ 261 00	...	$ 357 40	$ 951 04	$ 3658 56
6716 21	23808 18	1010 78	31535 17	12776 22	1695 20	846 97	$ 33 65	2827 26	2616 09	10739 78
4784 21	13964 54	4488 30	23237 05	8679 85	1395 38	251 44	30 98	1139 06	4576 72	7163 62
6168 38	12296 45	5482 31	23947 14	10735 74	1717 38	532 88	53 78	1135 77	4605 94	5165 65
7632 05	20949 18	2385 93	30967 16	12100 97	1976 47	538 36	246 71	3129 21	2454 76	10520 68
3479 56	18710 25	11847 31	34037 12	15012 65	1393 99	433 52	121 25	1957 67	10902 15	4215 89
13642 38	40875 77	7585 48	62103 63	33184 44	2265 90	1431 87	274 86	2452 81	4633 35	17860 40
2337 62	7883 50	1780 36	12001 48	5442 75	841 13	316 46	129 15	1410 07	855 76	3006 16
3464 82	9223 57	707 90	13396 29	6563 24	1085 49	582 01	....	721 42	1004 88	3439 25
6591 69	17051 19	1571 85	25214 73	10829 25	1598 21	935 89	29 88	2331 95	2583 49	6906 06
6511 45	11934 68	1062 65	19508 78	7906 68	1132 56	105 29	11 14	1169 68	2038 92	7144 51
5709 69	20523 61	1186 05	27419 35	12998 92	1732 35	1197 00	....	4091 31	625 41	6774 36
6249 86	14023 26	6836 38	27109 50	10019 88	1758 02	493 60	601 73	2012 99	6577 95	5645 33
7441 06	23564 24	4831 03	35836 33	16143 76	1443 56	827 19	2712 45	3021 42	1912 61	9775 34
3929 15	11566 57	1383 07	16878 79	5557 46	1643 68	540 07	697 62	1695 15	2139 54	4605 27
2402 12	11198 27	2633 72	16234 11	8116 89	900 24	240 51	18 70	1429 23	2668 70	2859 84
6446 00	12466 52	1225 51	20138 03	7617 20	905 70	102 86	138 63	1795 87	1461 29	8116 48
3054 89	7024 01	835 72	10914 62	4152 18	1023 86	432 71	238 83	888 42	1129 00	3049 62
4705 04	14941 57	2037 93	21684 54	9482 68	1143 84	467 49	774 92	2532 60	1056 90	6226 11
5452 24	27045 33	2270 79	34768 36	13414 45	1519 63	870 57	321 40	2942 62	6487 87	9211 82
6244 28	14302 66	3059 13	23606 07	11436 91	1372 02	1070 69	....	3083 33	1961 07	4682 05
4416 41	7847 21	263 50	12527 12	3946 10	858 22	87 19	....	629 64	1120 89	5885 08
5252 96	16645 40	1407 81	23306 17	10794 69	1547 78	609 77	177 20	1472 19	2757 25	5947 29
4267 76	11832 25	297 12	16397 13	6674 27	1155 25	176 40	....	1587 79	1820 01	4983 41
10236 45	19967 96	1068 00	31272 41	12226 49	2126 60	1281 59	37 84	1574 00	2771 48	11254 41
8022 37	12276 16	2567 49	22866 02	8099 62	1286 37	822 08	247 20	1207 55	1235 02	9968 18
18497 87	66939 25	11370 68	96807 80	45284 14	3194 29	1123 66	6177 33	10763 59	9964 52	20300 27
19186 68	44961 27	3715 12	67863 07	33619 87	2310 00	1203 49	2086 53	3552 58	3884 61	21205 99
6630 50	18048 26	513 65	25192 41	10088 62	1176 95	869 23	594 59	3384 30	210 02	8868 70
3279 29	11973 84	1366 67	16619 80	9105 05	1073 86	485 29	45 49	1525 50	705 14	3679 47
7782 83	12993 55	1645 50	22421 88	9502 15	1354 90	550 50	23 04	1318 14	986 48	8686 67
14119 40	30018 76	6007 22	50145 38	19701 54	3188 82	991 16	6488 90	1535 74	3671 61	14567 61
11132 10	12743 19	1911 09	25786 38	8743 42	1553 19	288 64	1273 57	2303 35	522 57	11101 64
9953 93	24576 88	1852 09	36382 90	16098 91	2170 92	1693 34	46 35	1862 83	4945 11	9565 44
8602 10	16507 35	2195 09	27304 54	10870 57	1598 86	408 27	214 28	1911 67	3586 46	8714 43
11181 42	18842 27	1743 40	31767 09	12844 69	2059 68	829 85	549 73	1522 92	1071 34	12888 88
5622 33	14464 73	2016 67	22103 73	10137 28	1438 14	622 72	762 48	1532 34	1083 07	6527 70
3878 36	16858 69	6270 24	27007 29	11662 81	1197 12	249 35	215 11	2620 45	6628 32	4434 13
4085 68	7964 70	183 07	12233 45	4487 71	963 79	609 54	34 02	747 67	588 20	4802 52
6930 72	16432 05	1425 69	24788 46	13157 56	1229 29	1092 90	46 22	2331 75	1689 64	5241 10
5567 95	11015 14	1018 78	17601 87	7358 40	1430 80	194 70	26 75	1995 73	1015 93	5579 56
6114 73	12947 29	3152 09	22214 11	12429 91	1239 30	186 18	28 38	800 07	527 94	7002 33
7040 54	8793 80	856 70	16691 04	6366 38	918 03	413 70	227 64	953 47	1321 73	6490 09
6363 79	18392 11	2053 00	26808 90	12435 79	1899 80	754 55	274 50	2280 25	2077 72	7086 29
5032 90	9826 44	3540 96	18400 30	7044 03	960 50	449 03	64 64	1861 86	3022 87	4997 37
4771 75	12226 75	506 72	17505 22	8813 23	1194 13	590 10	10 82	727 20	623 60	5546 14
42172 71	37563 30	2129 94	81865 95	35224 38	2273 30	1224 72	563 39	3842 56	3435 08	35302 52
5451 79	8945 74	247 41	14644 94	3226 31	480 41	206 62	....	1301 96	1525 83	7903 81
7713 86	13223 52	2578 54	23515 92	10057 34	1052 90	548 30	....	2034 70	1765 25	8057 43
683190 60	1616820 48	212937 47	2512948 55	1089972 49	139660 93	58493 70	41009 51	187172 37	234886 51	761753 04

ABSTRACT [C]—

EXAMINATION

COUNTIES.	1st class certificates issued.*		2d grade certificates issued.		3d grade certificates issued.		Special certificates issued.†		Kind'g'rtn certificates issued.		Total number issued.	
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
Adair	15	43	36	172	......	....	......	......	....	.....	51	215
Adams	3	7	40	133	......	......	......	......	.....	......	43	140
Allamakee	4	24	17	67	15	97	......	......	.....	......	36	188
Appanoose	16	30	36	146	.....	.....	......	......	.....	......	52	176
Audubon	4	14	32	70	22	70	......	.....	......	.....	58	154
Benton	20	73	59	133	......	.....	2	.....	.....	......	81	206
Black Hawk	4	16	77	161	......	......	7	9	....	......	88	186
Boone	23	80	18	63	40	102	......	.....	.....	......	81	245
Bremer	10	55	23	80	5	35	......	....		1	38	171
Buchanan	10	76	22	132	.....	.....	.....	......	......	......	32	208
Buena Vista	12	31	19	125	......	......	......	......	.....	.....	31	156
Butler	7	19	34	115	......	......	.....	......	......	.....	41	134
Calhoun	8	29	6	48	7	37	.....	.....	.....	......	21	114
Carroll	22	48	35	86	......	......	.....	......	.....	....	57	134
Cass	6	22	33	295	......	......	......	......	......	......	39	317
Cedar	4	14	20	191	......	......	......	......	......	......	24	205
Cerro Gordo	20	73	25	142	19	46	......	.....	......	......	64	261
Cherokee	14	26	24	109	10	39	.....	.....	.....	......	48	174
Chickasaw	10	41	39	103	.....	.....	......	1	......	....	49	145
Clarke	5	19	41	132	......	......	......	......	......	......	46	151
Clay	13	26	35	120	......	......	......	......	......	......	48	146
Clayton	14	41	38	216	......	.....	2	.....	.....	......	54	257
Clinton	10	44	18	134	17	159	.....	......	.....	......	45	337
Crawford	35	40	22	159	......	.....	.....	1	.....	......	57	200
Dallas	9	14	43	99	39	148	......	.....	.....	......	91	261
Davis	14	5	44	87	......	....	......	......	......	......	58	92
Decatur	16	42	32	80	14	37	......	......	......	......	62	159
Delaware	10	19	34	159	8	27	......	......	......	......	52	205
Des Moines	21	93	11	73	2	......	......	3	.....	.....	34	169
Dickinson	.....	4	4	35	......	1	.....	....	.....	.....	4	40
Dubuque	12	50	23	265	......	......	3	4	.....	8	38	327
Emmet	4	9	13	82	2	12	......	......	......	......	19	103
Fayette	8	17	33	203	......	......	.....	......	......	......	41	220
Floyd	3	16	12	68	13	53	1	1	......	......	29	138
Franklin	4	22	21	70	4	72	1	.....	......	......	30	164
Fremont	6	2	36	140	4	21	......	......	.....	.....	46	163
Greene	22	88	21	96	19	34	.....	8	......	2	62	228
Grundy	15	57	23	94	19	51	.....	......	......	......	57	202
Guthrie	40	65	17	123	.....	......	......	......	......	......	57	188
Hamilton	2	4	17	78	33	92	2	1	......	2	54	177
Hancock	13	26	24	91	27	86	......	.....	......	.....	64	203
Hardin	19	131	28	120	.....	......	1	1	......	.....	48	252
Harrison	1	5	27	255	......	.....	......	9	......	......	28	269
Henry	4	9	26	89	......	.....	......	2	......	......	30	100
Howard	28	46	31	132	......	....	......	......	......	......	59	178
Humboldt	6	26	10	58	15	60	.....	.....	......	......	31	144
Ida	16	39	27	68	.....	......	......	......	......	......	43	107
Iowa	19	41	20	70	......	......	......	......	......	.....	39	111

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* For two years.

† To teach only one or a few branches.

REPORTS FOR 1897.

OF TEACHERS.

Applicants rejected.		Applicants examined.		Different persons licensed.		Av. age of applicants.		No experience in teaching.		Taught less than one year.		Holding state certificates or diplomas.	
Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
15	37	66	252	44	141	26	22	9	14	10	24	3	3
10	20	53	160	30	100	21	18	12	40	19	49	3	1
8	47	44	235	28	160	25	19	12	30	20	43	1	2
1	3	53	179	45	136	26	22	14	36	9	26	4	2
10	28	68	182	46	118	30	23	9	21	3	12	1	......
8	50	89	256	61	188	25	23	19	32	28	68	11	11
16	51	104	237	62	159	23	24	9	40	12	25	7	19
26	96	107	341	62	190	27	22	12	38	10	25	1	14
4	22	42	193	29	130	26	23	8	21	2	12	1	2
2	33	34	241	32	206	23	20	11	54	3	17	5	5
6	35	37	191	24	136	26	23	5	27	7	30	2	9
15	30	56	164	41	159	25	22	12	50	15	26	6	8
5	13	26	127	17	102	25	21	4	16	4	13	5	7
9	26	66	160	43	113	23	20	19	42	9	8	6	2
12	39	51	356	29	199	25	23	3	20	11	39	3	13
6	62	30	267	24	241	25	22	4	28	6	67	5	4
24	66	88	327	34	228	26	23	9	25	8	35	1	3
14	47	62	221	39	133	23	19	8	14	8	20	4	10
13	49	62	194	41	113	24	22	12	20	7	9	2	4
2	10	48	161	24	80	25	21	5	15	8	9	1	4
16	41	64	187	40	110	24	21	8	26	8	32	1	1
13	47	67	304	42	189	24	22	5	26	8	42	1	2
5	98	50	435	40	301	26	22	13	90	4	40	4	20
6	50	63	250	50	150	26	21	6	19	12	40	2	......
8	23	99	284	78	212	25	22	9	33	5	40	5	9
4	6	62	98	53	80	25	22	16	15	7	18	1	......
7	23	69	182	56	148	25	21	14	27	11	33	1	1
6	49	58	254	36	170	26	22	6	33	5	38	3	1
4	6	38	175	32	159	35	28	1	2	1	2	8	34
......	......	4	40	4	40	23	19	1	9	......	6	3	2
......	17	38	344	38	298	35	25	3	27	2	32	2	3
1	6	20	109	16	87	27	21	5	18	6	28	2	1
15	45	56	265	41	220	27	24	11	20	10	25	2	3
2	18	31	156	26	108	23	21	7	24	13	53	5	3
3	35	33	199	24	147	25	23	6	27	5	14	2	9
11	59	57	222	37	130	25	23	4	21	6	45	4	3
12	26	74	254	32	175	23	18	9	33	4	12	7	6
5	27	62	229	50	166	22	21	17	44	17	54	3	9
9	21	66	209	55	187	28	24	9	16	5	12	4	2
11	33	65	210	31	163	26	23	9	19	11	26	3	1
13	24	77	227	35	126	26	23	4	10	5	16	1	2
16	51	64	303	48	252	21	19	9	32	17	83	8	4
10	58	38	327	31	285	25	22	3	25	2	25	5	7
8	22	38	122	30	93	26	24	11	17	6	19	2	2
9	23	68	201	43	124	23	22	3	20	15	51	......	7
5	29	36	173	20	93	26	22	7	24	10	33	3	......
30	67	73	174	38	98	23	21	5	14	3	11	3	2
20	40	59	151	39	111	22	22	10	20	9	18	1	2

ABSTRACT [C]—

EXAMINATION

COUNTIES.	1st class certificates issued.*		2d grade certificates issued.		3d grade certificates issued.		Special certificates issued.†		Kind'g'rtn certificates issued.		Total number issued.	
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
Jackson	10	78	26	137	3	15	......	......	......	......	39	230
Jasper	10	48	35	211	5	27	......	......	......	......	50	286
Jefferson	1	4	45	121	6	41	......	......	......	......	52	166
Johnson	20	80	80	340	......	......	......	......	......	......	100	420
Jones	7	21	12	52	35	142	......	......	......	......	54	215
Keokuk	16	43	64	253	......	......	......	......	......	......	80	296
Kossuth	20	112	31	140	......	......	......	5	......	......	51	257
Lee	13	62	25	161	......	......	11	12	......	......	49	235
Linn	30	155	38	202	......	......	......	......	......	......	68	357
Louisa	5	31	15	25	30	72	......	......	......	......	50	128
Lucas	1	11	46	186	......	......	......	......	......	......	47	197
Lyon	13	30	22	83	......	......	......	......	......	......	35	113
Madison	1	11	62	145	......	......	......	......	......	......	63	156
Mahaska	5	25	56	185	......	......	1	......	......	5	62	215
Marion	10	22	36	113	5	33	......	......	......	......	51	168
Marshall	6	17	78	234	......	......	......	......	......	......	84	251
Mills	6	28	14	56	28	170	......	......	......	......	48	254
Mitchell	10	14	47	147	......	......	......	......	......	......	57	161
Monona	13	40	41	158	......	......	......	......	......	......	54	198
Monroe	3	5	17	44	12	120	......	......	......	......	32	169
Montgomery	6	12	45	160	2	18	......	1	......	......	53	191
Muscatine	5	45	9	112	......	......	......	......	......	......	14	157
O'Brien	17	25	30	91	......	......	......	1	......	......	47	117
Osceola	15	48	17	85	......	......	......	......	......	1	32	134
Page	1	3	59	176	......	......	1	......	......	......	61	179
Palo Alto	14	28	28	99	......	......	......	......	......	......	42	127
Plymouth	31	129	17	75	9	51	......	......	......	......	57	255
Pocahontas	19	50	31	113	......	......	......	......	......	......	50	163
Polk	22	237	59	239	......	......	2	9	......	32	83	517
Pottawattamie	14	25	39	305	......	......	......	4	......	2	53	336
Poweshiek	13	41	14	69	13	62	......	......	......	......	40	172
Ringgold	11	13	33	114	12	30	......	......	......	......	56	157
Sac	4	8	26	98	34	116	......	......	......	......	64	222
Scott	8	8	29	203	......	......	3	14	......	......	40	225
Shelby	26	51	59	123	3	9	......	......	......	......	88	183
Sioux	9	10	20	123	10	32	......	5	......	......	39	170
Story	11	31	54	159	......	......	......	2	......	......	65	192
Tama	4	17	37	207	......	......	......	......	......	......	41	224
Taylor	8	30	51	159	......	......	......	......	......	......	59	189
Union	12	38	5	59	13	46	1	......	......	1	31	144
Van Buren	6	9	41	80	15	46	......	......	......	......	62	135
Wapello	4	10	58	210	......	......	1	4	......	......	63	224
Warren	7	18	35	179	......	......	......	......	......	......	42	197
Washington	10	20	46	185	......	......	......	......	......	......	56	205
Wayne	10	12	59	149	......	......	......	......	......	......	69	161
Webster	5	23	14	95	17	171	......	......	......	......	36	289
Winnebago	7	22	29	60	4	22	......	......	......	......	40	104
Winneshiek	17	64	25	65	8	54	......	14	......	......	50	197
Woodbury	27	166	10	170	......	......	5	......	......	......	42	336
Worth	4	12	29	84	......	......	......	......	......	......	33	96
Wright	9	26	11	80	24	111	......	......	......	......	44	217
Totals	1137	3789	3135	12886	622	2667	44	111	......	54	4938	19507

* For two years.

† To teach only one or a few branches.

REPORTS FOR 1897—CONTINUED.

OF TEACHERS.

Applicants rejected.		Applicants examined.		Different persons licensed.		Av. age of applicants.		No experience in teaching.		Taught less than one year.		Holding state certificates or diplomas.	
Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
1	21	40	251	39	170	30	23	4	16	10	30	2	....
14	184	61	470	46	205	22	19	12	30	10	24	6	6
12	21	64	187	41	119	25	23	6	27	5	8	2	....
15	54	115	474	90	260	23	21	3	40	3	30	2	5
7	40	61	255	45	189	24	23	9	30	9	20	2	4
30	35	110	331	45	135	26	24	10	30	20	25	4	4
3	22	54	279	41	241	25	21	9	35	12	48	6	3
2	19	51	254	30	225	26	23	5	55	6	52	1	3
12	23	80	380	75	372	29	26	15	52	25	82	8	15
4	11	54	139	36	94	25	22	5	10	8	15	2	3
6	37	53	234	28	113	26	25	4	22	8	23	1	....
6	14	41	127	32	101	23	20	5	22	5	17	5	7
28	151	91	307	44	121	25	22	7	15	8	12	5	2
18	56	80	271	46	176	25	23	15	38	6	17	6	2
2	17	53	185	48	152	27	23	6	30	8	16	6	2
46	148	130	399	58	157	25	22	10	29	9	22	9	10
7	19	55	273	33	122	29	28	8	18	1	9	6	5
12	45	69	206	45	102	24	22	13	41	6	14	4	5
2	10	56	208	51	194	24	21	20	45	8	24	1	1
15	46	47	215	30	130	25	22	6	18	3	15	......	2
4	17	57	208	40	145	24	22	4	38	8	24	2	5
9	40	23	197	14	157	28	27	4	12	11	13	5	6
12	39	59	156	39	95	25	22	8	24	12	17	2	6
6	11	38	145	27	105	26	22	5	12	3	11	2	4
15	83	76	262	60	179	27	25	10	20	8	60	4	....
6	53	48	180	35	100	26	22	12	22	3	13	3	2
2	28	59	283	52	224	25	23	16	35	20	64	3	3
3	12	53	175	43	137	25	22	17	37	15	44	3	2
11	58	94	575	71	462	26	24	21	68	8	29	15	18
9	43	62	379	40	284	25	21	8	39	11	48	8	8
12	11	52	183	40	153	26	23	7	23	11	34	3	6
17	30	73	187	39	130	27	23	12	30	18	42	1	1
2	30	66	252	49	162	26	21	13	36	22	55	4	5
1	5	41	230	35	207	29	25	4	44	4	15	8	2
16	39	104	222	88	183	27	23	10	23	19	38	4	7
47	83	86	253	35	164	25	24	7	29	10	34	9	3
17	78	82	270	62	150	25	23	11	15	4	8	8	3
10	108	51	332	24	180	25	21	5	40	11	42	6	3
19	53	78	242	49	138	25	22	3	7	9	16	......	3
....	4	31	148	25	117	25	22	6	21	9	14	3	2
11	27	73	162	59	104	25	22	16	20	7	41	4	....
4	20	67	244	63	224	21	20	6	10	6	12	3	3
5	20	47	217	31	149	24	22	7	42	9	51	....	1
18	49	74	254	37	166	24	23	17	46	18	62	3	5
8	16	77	177	69	143	26	21	10	31	21	50	3	2
9	52	45	341	29	227	27	23	6	18	9	39	1	2
3	5	43	109	25	82	25	22	6	10	5	11	3	2
13	31	63	228	45	187	25	22	15	34	9	30	2	2
11	88	53	424	40	336	27	20	8	45	10	65	4	13
4	7	37	103	23	66	24	21	9	18	14	17	1	....
....	10	44	227	38	184	27	22	12	39	5	16	3	4
1001	3831	5939	23338	4049	16172	*25	*22	874	2765	905	2923	346	461

*Average age.

The certificate of one male was revoked in Audubon, of one male in Clinton, of one male in Jackson, and of one female in Page.

ABSTRACT [D].

VISITATION OF SCHOOLS, APPEALS, ETC., 1897.

COUNTIES.	VISITATION OF SCHOOLS.		EDUCATIONAL MEETINGS.			APPEALS.	C'MP'N-SATION OF CO SUPT	COLLEGES AND PRIVATE SCHOOLS			
	Schools visited by county superintendent.	Visits made during the year.	County associations.	Township meetings held.	Educational meetings held	Cases decided by county superintendent.	Received for official services from Oct. 1, 1896, to Oct 1, 1897.	Number	Teachers employed.	Students attending.	Number of graduates.
Adair	125	125	Yes..	Yes..	20	....	$ 1184	....	...	.....	
Adams	58	58	Yes .	Yes..	15	1	1104	1	5	100	15
Allamakee	120	155	No...	Yes..	10	....	1252	4	11	379	9
Appanoose	163	217	Yes..	Yes..	37	....	1258	...	...	......	....
Audubon	120	272	Yes..	Yes..	13	....	1256	...	...	...	....
Benton	174	174	Yes..	Yes..	18	....	1232	5	9	472	16
Black Hawk	220	2[illegible]6	Yes..	Yes..	12	....	1248	4	16	1020	15
Boone	205	243	Yes..	Yes..	30	2	1240	3	6	266	....
Bremer	128	261	Yes..	Yes .	11	....	1228	15	18	644	131
Buchanan	88	97	No...	Yes..	2	....	1248	2	6	225	....
Buena Vista	140	200	Yes..	No...	4	....	1180	1	3	150	....
Butler	100	105	Yes..	No...	6	....	1020	...	....	......	...
Calhoun	170	228	Yes..	Yes..	16	....	1200	...	....	....	...
Carroll	178	178	Yes..	Yes..	5	2	1248	7	20	909	20
Cass	123	169	Yes..	Yes..	18	1	1248	2	5	55	13
Cedar	172	214	Yes..	Yes..	4	1	1248	....	..		
Cerro Gordo	165	191	Yes .	Yes..	61	1	1200	6	20	316	43
Cherokee	177	239	Yes..	Yes..	20	....	1235	...		....	....
Chickasaw	120	241	Yes..	No...	6	....	1248	4	10	390	6
Clarke	98	122	Yes .	Yes..	3	....	1132	...		.. .	..
Clay	139	179	Yes..	Yes..	10	....	1196	1	2	13	12
Clayton	126	193	Yes..	No...	4	2	1128	6	15	430	....
Clinton	122	132	Yes..	No...	2	... .	1252	12	54	1278	60
Crawford	145	150	Yes..	No...	25	....	1240	4	18	567	43
Dallas	105	116	Yes..	Yes..	85	1	1256	1	4	40	.. .
Davis	102	220	Yes.	No...	20	1	1100	1	6	250	18
Decatur	140	218	Yes..	No...	3	1	1225	1	8	57	...
Delaware	145	186	Yes .	Yes..	30	....	1220	3	9	125	7
Des Moines	20	31	No...	No...	....	1	1252	8	40	1331	72
Dickinson	72	145	Yes..	Yes..	13	....	702	1	4	29	....
Dubuque	153	180	Yes..	No...	12	1	1477	31	186	5079	153
Emmet	91	102	Yes..	No...	3	. ...	908	..	....	....	....
Fayette	146	146	Yes..	Yes..	7	....	1248	1	15	500	32
Floyd	159	261	Yes..	No...	10	....	1224	2	23	600	76
Franklin	130	143	Yes..	Yes..	20	....	1240	....	....	...	..
Fremont	157	248	Yes..	Yes..	13	....	1244	2	16	207	6
Greene	144	175	Yes..	Yes..	10	1	1240	1	3	50	..
Grundy	99	102	Yes..	Yes..	9	....	1248	....	....	...	....
Guthrie	152	220	Yes..	Yes..	58	1	1248	1	5	234	12
Hamilton	152	180	Yes..	No...	4	1	1244	2	7	143	13
Hancock	120	134	No...	Yes..	6	....	1200	....	....	.. .	....
Hardin	136	193	Yes.	Yes..	9	1	1224	3	11	343	22
Harrison	150	175	Yes..	Yes..	10	......	1180	1	9	550	11
Henry	96	145	Yes..	Yes..	23	....	1232	4	20	520	...
Howard	119	239	Yes..	No...	5	....	1252	2	10	230	
Humboldt	70	76	Yes..	No...	2	1	1084	1	14	130	14
Ida	130	281	Yes..	Yes..	14	....	1230	...	...	....	...
Iowa	80	120	Yes..	Yes..	10	....	1230	2	2	79	...
Jackson	100	150	Yes..	Yes..	20	1	1248	....	..	......	....
Jasper	76	76	Yes..	Yes..	12	1	1252	1	2	40	20

ABSTRACT [D]—CONTINUED.

VISITATION OF SCHOOLS, APPEALS, ETC., 1897.

COUNTIES.	VISITATION OF SCHOOLS.		EDUCATIONAL MEETINGS.			AP-PEALS.	C'MP'N-SATION OF CO. SUPT.	COLLEGES AND PRIVATE SCHOOLS			
	Schools visited by county superintendent.	Visits made during the year.	County associations.	Township meetings held.	Educational meetings held.	Cases decided by county superintendent.	Received for official services from Oct. 1, 1896, to Oct. 1, 1897	Number.	Teachers employed.	Students attending.	Number of graduates
Jefferson	124	171	Yes..	Yes..	7	1	$ 1232	1	18	243	24
Johnson	128	168	Yes..	Yes..	41	1	1170	6	29	723	98
Jones	102	117	Yes	No...	10	....	1252	....	....	....	...
Keokuk	75	81	Yes..	Yes..	6	....	1252	....	....	......	....
Kossuth	240	240	Yes.	No...	8	....	1220	1	5	100	3
Lee	30	34	No...	No...	....	....	1244	4	16	253	16
Linn	142	161	Yes..	No ..	13	....	1252	5	50	867	46
Louisa	115	128	Yes..	Yes..	11	....	1252	....	....	...	....
Lucas	79	106	Yes..	No...	5	....	972	1	2	15	....
Lyon	108	198	Yes..	Yes..	18	....	1000	...	....	......	....
Madison	165	214	Yes..	Yes..	62	....	1248	1	6	105	12
Mahaska	139	152	Yes..	Yes..	11	1	1248	4	26	445	16
Marion	60	90	Yes .	Yes..	82	....	1250	1	14	156	16
Marshall	111	118	Yes..	Yes .	92	....	1252	6	20	373	46
Mills	113	138	Yes..	No...	1	... ...	1250	..		......	....
Mitchell	112	149	Yes..	No...	18	1	1088	2	16	346	40
Monona	143	175	Yes..	Yes..	4	....	1252	1	4	125	....
Monroe	99	150	Yes..	No...	9	....	1184	..	...	......	...
Montgomery	100	125	Yes.	Yes .	19	....	1225	....	....	......	....
Muscatine	102	211	Yes..	Yes..	24	....	1248	3	14	365	72
O'Brien	136	179	Yes.	No...	7	....	1212	1	2	109	26
Osceola	104	201	Yes..	No...	16	....	1140	4	6	110	10
Page	125	200	Yes..	Yes..	18	....	1252	2	26	347	95
Palo Alto	149	197	Yes..	No...	46	....	1176	1	5	200	5
Plymouth	224	250	Yes..	Yes..	11	....	1248	5	24	933	83
Pocahontas	76	86	Yes..	No...	3	....	1088	....	....	......	...
Polk	136	140	Yes .	Yes..	74	....	1500	8	129	2597	290
Pottawattamie	186	220	Yes..	Yes..	8	....	1244	3	16	420	12
Poweshiek	35	40	No...	Yes..	6	1	1200	1	30	400	45
Ringgold	150	150	Yes.	Yes..	12	1	1248	....	....	.....	....
Sac	135	159	Yes..	Yes..	20	....	1208	1	6	180	3
Scott	119	131	Yes..	No...	2	....	1492	11	66	1312	31
Shelby	156	175	Yes..	No...	40	....	1256	4	13	100	.
Sioux	183	325	Yes..	No...	97	....	1352	7	20	590	47
Story	176	225	Yes .	Yes..	46	1	1234	....	....	.....	...
Tama	109	126	Yes..	No...	11	....	1144	2	16	200	20
Taylor	167	200	Yes..	Yes .	30	....	1232	....	....	.....	....
Union	104	112	Yes..	No...	5	....	1200	1	3	155	...
Van Buren	35	46	Yes..	Yes..	6	....	1248	1	1	30	....
Wapello	113	125	No...	Yes..	12	....	1250	4	12	384	43
Warren	115	124	Yes..	Yes..	17	....	1252	2	21	370	15
Washington	150	158	Yes..	Yes..	12	....	1240	4	9	360	17
Wayne	123	160	Yes..	No...	4	... .	1192	1	5	50	5
Webster	267	291	Yes..	No...	9	2	1232	1	7	102	17
Winnebago	100	162	Yes..	No...	9	....	1200	....	....	...	...
Winneshiek	105	146	No...	Yes..	6	1	1186	7	40	760	50
Woodbury	202	235	Yes..	Yes..	10	1	1310	6	33	894	6
Worth	137	202	Yes.	Yes..	6	....	1240	....	....	.....	....
Wright	112	122	Yes .	No...	9	3	1198	....	....	.....	....
Totals	12636	16474			1753	36	$ *1215	259	1320	32430	2028

*Average compensation.

ABSTRACT [D]—CONTINUED.

SUMMARY OF SUPERINTENDENTS' WORK, 1897.

COUNTIES.	Schoolrooms.	Separate visits to schools.	Teachers necessary.	Applicants examined.	Certificates granted.
Adair	166	125	166	318	266
Adams.	126	58	128	213	183
Allamakee	151	155	155	279	224
Appanoose	186	217	183	232	228
Audubon	128	272	127	250	212
Benton	227	174	234	345	287
Black Hawk	213	256	231	341	274
Boone	216	243	216	448	326
Bremer	130	261	130	235	209
Buchanan	183	97	183	275	240
Buena Vista	172	200	177	228	187
Butler	173	105	173	220	175
Calhoun	172	228	170	153	135
Carroll	178	178	178	226	191
Cass	199	169	209	407	356
Cedar	179	214	182	297	229
Cerro Gordo	192	197	197	415	325
Cherokee	174	239	177	283	222
Chickasaw	142	241	147	256	194
Clarke	125	122	125	209	197
Clay	148	179	148	251	191
Clayton	220	193	220	371	311
Clinton	283	132	294	435	382
Crawford	207	150	207	313	257
Dallas	207	116	207	383	352
Davis	121	220	121	160	150
Decatur	154	218	159	251	221
Delaware	163	186	164	312	257
Des Moines	204	31	210	213	203
Dickinson	88	145	88	44	44
Dubuque	246	180	277	382	365
Emmet	93	102	94	129	122
Fayette	231	146	236	321	261
Floyd	158	261	161	187	167
Franklin	165	143	165	232	194
Fremont	156	248	157	279	209
Greene	170	175	170	328	290
Grundy	144	102	146	291	259
Guthrie	187	220	187	275	245
Hamilton	170	180	175	275	231
Hancock	148	134	155	304	267
Hardin	197	193	199	367	300
Harrison	198	175	198	365	297
Henry	133	145	135	160	130
Howard	118	239	119	269	237
Humboldt	128	76	136	209	175
Ida	128	281	130	247	150
Iowa	177	120	177	210	150
Jackson	194	150	201	291	269
Jasper	231	76	231	534	336
Jefferson	123	171	124	251	218
Johnson	216	168	216	589	520
Jones	173	117	178	316	269
Keokuk	199	81	199	441	376
Kossuth	235	240	242	333	308
Lee	211	34	211	305	284
Linn	341	161	350	460	425
Louisa	113	128	115	193	178
Lucas	119	106	119	287	244
Lyon	154	198	157	168	148
Madison	165	214	166	398	219
Mahaska	221	152	228	351	277
Marion	190	90	190	238	219
Marshall	227	118	227	529	335
Mills	121	138	121	328	302
Mitchell	136	149	136	275	218
Monona	168	175	170	264	252
Monroe	117	150	122	262	201
Montgomery	152	125	158	265	244
Muscatine	159	211	159	220	171
O'Brien	176	179	178	215	164
Osceola	104	201	104	183	166
Page	180	200	180	338	240
Palo Alto	146	197	146	228	169
Plymouth	209	250	209	342	312
Pocahontas	160	86	163	228	213
Polk	407	140	450	669	600
Pottawattamie	378	220	386	441	389
Poweshiek	180	40	186	235	212
Ringgold	157	150	160	260	213
Sac	165	159	165	318	286
Scott	222	131	259	271	265
Shelby	169	175	169	326	271
Sioux	223	325	226	339	209
Story	188	225	188	352	257
Tama	224	126	226	383	265
Taylor	166	200	167	320	248
Union	161	112	162	179	175
Van Buren	151	46	151	235	197
Wapello	203	125	203	311	287
Warren	169	124	169	264	239
Washington	173	158	173	328	261
Wayne	150	160	151	254	230
Webster	227	291	230	386	325
Winnebago	108	162	108	152	144
Winneshiek	177	146	177	291	247
Woodbury	377	235	387	477	378
Worth	101	202	101	140	129
Wright	172	122	176	271	261
Totals	17762	16474	18093	29277	24445

ABSTRACT [D]—CONTINUED.

SUMMARY CONDITION OF SCHOOLHOUSES, 1897.

COUNTIES.	New schoolhouses.	Whole number.	Good.	Fair.	Poor.	Without suitable and separate outbuildings for each sex.	Schoolhouses provided with flags.
Adair	2	145	100	30	15	6	40
Adams	2	111	101	9	1	.....	111
Allamakee	3	131	75	49	7	12	7
Appanoose	....	133	50	66	17	17	8
Audubon	....	111	93	14	4	.....	41
Benton	4	188	120	50	18	25	40
Black H'wk	4	150	65	62	23	28	27
Boone	3	157	95	45	17	18	145
Bremer	...	113	84	20	9	12	30
Buchanan	3	149	99	44	6	2	10
Buena V'sta	1	143	130	8	5	2	100
Butler	4	145	105	35	5	10	100
Calhoun	1	146	68	74	4	6	37
Carroll	1	146	138	7	1	...	124
Cass	2	152	40	60	52	18	48
Cedar	...	145	78	61	6	......	12
Cerro G'rdo	3	146	33	50	63	.....	70
Cherokee	4	145	138	5	2	5	130
Chickasaw	2	121	92	22	7	10	60
Clarke	4	107	77	20	10	5	14
Clay	1	131	95	24	12	20	6
Clayton	6	179	135	40	4	14	100
Clinton	5	185	79	65	41	10	175
Crawford	1	176	138	30	8	15	12
Dallas	....	153	125	23	5	7	75
Davis	3	105	91	11	3	5	30
Decatur	1	124	67	41	16	15	25
Delaware	4	139	114	20	5	6	25
Des Moines	2	98	57	38	3	10	52
Dickinson	3	74	46	21	7	8	8
Dubuque	2	146	107	31	8	5	20
Emmet	6	75	51	17	7	7	6
Fayette	3	190	100	50	40	8	25
Floyd	...	122	85	16	21	2	110
Franklin	3	142	120	18	4	7	58
Fremont	5	123	32	59	32	1	12
Greene	2	145	96	36	13	10	85
Grundy	3	128	89	32	7	10	100
Guthrie	1	152	125	22	5	3	90
Hamilton	....	141	31	87	23	40	36
Hancock	5	129	117	8	4	37	12
Hardin	....	150	124	20	6	......	50
Harrison	....	153	125	10	18	20	61
Henry	4	106	65	23	18	3	22
Howard	2	104	62	35	7	15	65
Humboldt	2	112	42	62	8	12	19
Ida	1	105	75	24	6	...	21
Iowa	2	141	110	14	17	20	24
Jackson	2	154	64	70	20	6	76
Jasper	8	190	149	35	6	19	120
Jefferson	....	99	21	63	15	12	83
Johnson	6	174	109	45	20	18	37
Jones	2	139	61	62	16	13	78
Keokuk	....	145	83	45	17	6	75
Kossuth	10	206	140	40	26	28	50
Lee	1	125	50	50	25	4	20
Linn	1	207	152	48	7	40	90
Louisa	1	87	43	35	9	15	26
Lucas	....	98	53	28	17	5	28
Lyon	4	132	83	41	8	47	32
Madison	3	138	69	55	14	10	60
Mahaska	3	161	83	62	16	15	95
Marion	2	152	100	31	21	25	10
Marshall	1	155	75	49	31	......	70
Mills	..	91	71	15	5	23	13
Mitchell	1	108	61	40	7	15	35
Monona	2	145	90	47	8	6	20
Monroe	2	99	39	40	20	3	7
Montgom'y	2	113	93	17	3	......	100
Muscatine	2	102	68	20	14	10	75
O'Brien	1	136	98	35	3	2	136
Osceola	1	93	76	10	7	2	11
Page	1	136	95	34	7	1	100
Palo Alto	2	127	88	21	18	23	10
Plymouth	8	171	150	14	7	......	150
Pocahontas	5	142	104	25	13	3	43
Polk	2	187	158	15	14	5	35
Pot'wt'mie	5	262	160	86	16	15	225
Poweshiek	2	148	102	31	15	4	80
Ringgold	4	133	50	60	23	4	90
Sac	2	140	85	49	6	12	15
Scott	3	121	97	21	3	9	121
Shelby	2	146	50	60	36	6	20
Sioux	2	181	142	32	7	40	43
Story	1	147	78	48	21	......	97
Tama	1	181	150	16	15	35	64
Taylor	2	132	65	45	22	......	132
Union	2	122	9	106	7	2	10
Van Buren	2	118	64	47	7	20	45
Wapello	1	113	80	25	8	.....	80
Warren	2	144	96	33	15	8	30
Wash'ngton	2	138	90	33	15	28	31
Wayne	5	123	88	26	9	2	61
Webster	3	187	107	72	8	4	35
Winnebago	2	91	50	36	5	7	10
Winneshiek	2	147	50	70	27	38	
Woodbury	6	216	175	25	16	10	20
Worth	3	92	70	21	1	3	
Wright	4	138	128	9	1	7	18
Totals	241	13744	8796	3651	1297	1096	5505

ABSTRACT [E]

TEACHERS'

COUNTIES.	WHERE HELD.	SESSIONS.			TEACHERS IN ATTENDANCE.			
		Commencing.	Continuing weeks.	Number daily.	Males.	Females.	Total.	Graduates.
Adair	*Greenfield	August 9	4	1	43	187	230	20
Adams	Corning	August 9	3	1	25	102	127	24
Allamakee	Waukon	August 9	2	2	24	135	159	....
Appanoose	Centerville	August 16	2	2	53	173	226	
Audubon	Audubon	August 2	2	2	29	127	156	13
Benton	*Vinton	August 2	3	2	52	249	301	....
Black Hawk	*Waterloo	August 16	3	2	60	265	325	....
Boone	Ogden and Boone	July 12	4	2	68	285	353	....
Bremer	Waverly	July 19	2	2	21	134	155	7
Buchanan	Independence	July 26	3	1	34	247	281	....
Buena Vista	Storm Lake	August 2	2	2	25	145	170	4
Butler	Allison	August 9	2	2	30	134	164	....
Calhoun	Rockwell City	August 16	2	2	26	130	156	6
Carroll	Carroll	July 26	2	2	48	168	216	6
Cass	Atlantic	July 26	2	2	42	240	282	....
Cedar	Tipton	June 21	2	2	22	214	236	9
Cerro Gordo	*Clear Lake and Mason City	August 2	7	2	80	393	473	....
Cherokee	Cherokee	July 19	2	2	43	238	281	10
Chickasaw	New Hampton	July 26	2	2	28	101	129	....
Clarke	Osceola	July 19	2	2	37	150	187	7
Clay	Spencer	August 2	2	2	32	159	191	....
Clayton	Elkader	August 2	2	3	37	190	227	...
Clinton	Clinton,	June 21	2	1	26	320	346	....
Crawford	Denison	July 26	2	2	31	191	222	1
Dallas	Adel	July 26	2	2	42	211	253	....
Davis	Bloomfield	August 16	2	2	63	113	176	5
Decatur	Leon	June 14	3	1	40	163	203	9
Delaware	Manchester	June 21	2	2	24	192	216	....
Des Moines	Burlington	July 5	1	2	20	160	180	....
Dickinson	Spirit Lake	August 16	2	2	11	99	110	....
Dubuque	*Dubuque	August 23	2	2	38	282	320	....
Emmet	Estherville	August 9	2	2	9	87	96	....
Fayette	*Fayette	July 26	3	2	43	260	303	24
Floyd	Charles City	August 16	2	2	21	149	170	....
Franklin	Hampton	August 9	2	2	10	147	157	....
Fremont	Sidney	June 21	2	2	45	163	208	....
Greene	*Jefferson	August 9	2	2	59	300	359	18
Grundy	Reinbeck	July 26	2	2	44	152	196	....
Guthrie	Guthrie Center	August 9	2	3	61	192	253	....
Hamilton	Webster City	July 26	2	2	16	164	180	....
Hancock	Garner	July 12	2	2	25	92	117	....
Hardin	Eldora	March 25	2	2	43	239	282	7
Harrison	Logan	July 5	2	2	21	211	232	....
Henry	Mt. Pleasant	August 9	2	2	22	142	164	2
Howard	Cresco	March 22	2	2	47	138	185	
Humboldt	Humboldt	March 29	2	2	27	132	159	13
Ida	Ida Grove	June 21	2	2	30	130	160	7
Iowa	Marengo	June 21	2	2	40	166	206	6
Jackson	Maquoketa	June 21	2	2	41	200	241	....
Jasper	Newton	August 2	2	2	98	260	358	18

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*Including a supplementary institute.

REPORTS FOR 1897.

NORMAL INSTITUTES.

INSTITUTE FUND.

RECEIPTS.						EXPENDITURES.		
On hand at last report.	Examination fees.	Registration fees.	State appropriation.	County appropriation and sundries.	Total.	Instr'ction and lectures.	Incidentals.	Unexpended.
$ 329 48	$ 318	$ 230	$ 50	$ 47 40	$ 974 88	$ 742 50	$ 100 50	$ 131 88
29 85	213	127	50	....	419 85	320 00	71 49	28 36
357 12	279	159	50	....	845 12	489 25	30 09	325 78
40 13	232	226	50	....	548 13	520 00	18 10	10 03
28 96	250	156	50	303 87	788 83	685 00	94 00	9 83
322 24	345	301	50	....	1018 24	661 18	119 00	238 06
515 90	341	325	50	....	1231 90	658 00	80 10	493 80
79 50	448	353	50	....	930 50	818 85	69 26	42 39
212 66	235	155	50	....	652 66	452 00	50 55	150 11
135 18	275	281	50	50	741 68	474 60	133 69	133 39
14 39	228	170	50	83 11	545 50	455 00	90 50	....
344 22	220	164	50	....	778 22	355 00	58 75	364 47
149 73	153	156	50	16 00	524 73	405 00	53 00	66 73
10 50	226	216	50	....	502 50	459 50	29 50	13 50
1 00	407	282	50	42 75	782 75	586 00	196 75	....
144 88	297	236	50	....	727 88	525 00	141 25	61 63
34 34	415	473	50	71 00	1043 34	685 00	200 40	157 94
737 16	283	281	50	....	1351 16	606 00	31 20	713 96
148 43	256	129	50	....	583 43	513 00	36 00	34 43
65 08	209	187	50	13 00	524 08	457 00	65 50	1 58
257 25	251	191	50	....	749 25	440 00	84 20	225 05
509 51	371	227	50	....	1157 51	495 00	50 40	612 11
30 38	485	346	50	....	911 38	575 00	301 56	34 82
120 60	313	222	50	10 44	716 04	478 50	148 20	89 34
....	383	253	50	75 86	761 86	475 00	286 86	....
120 68	160	176	50	....	506 68	390 00	61 55	55 13
358 40	251	203	50	....	862 40	664 40	71 50	126 50
7 24	312	216	50	18 65	603 89	540 00	63 25	64
75 35	213	180	50	....	518 35	325 00	87 19	106 16
192 19	44	110	50	4 00	400 19	200 00	34 70	165 49
13 00	382	320	50	50 00	815 00	729 00	75 00	11 00
52 54	129	96	50	....	327 54	283 00	32 05	12 49
38 60	321	303	50	110 00	822 60	590 75	201 32	30 53
8 71	187	170	50	....	415 71	347 50	68 21	....
115 15	232	157	50	2 75	556 90	381 50	53 00	122 40
....	279	208	50	....	537 00	345 00	145 68	46 32
....	328	359	50	85	737 85	533 00	204 85	....
180 21	291	196	50	....	717 21	520 00	48 85	148 36
235 41	275	253	50	26 00	839 41	568 85	230 70	39 86
192 29	275	180	50	....	697 29	578 00	67 50	51 79
155 00	304	117	50	....	626 00	405 00	54 00	167 00
147 84	367	282	50	....	846 84	585 00	185 00	76 84
464 50	365	232	50	5 00	1116 50	610 00	60 38	446 12
199 97	160	164	50	....	573 97	453 70	50 50	69 77
4 37	269	185	50	....	508 37	375 00	70 50	62 87
37 32	209	159	50	51 43	506 75	430 00	76 75	....
118 50	247	160	50	....	575 50	342 45	106 40	126 65
315 81	210	206	50	....	781 81	512 50	98 10	171 21
142 46	291	241	50	....	724 46	560 40	124 91	39 15
91 24	534	358	50	....	1033 24	655 00	236 10	142 14

ABSTRACT [E]—

TEACHERS'

COUNTIES.	WHERE HELD.	SESSIONS.			TEACHERS IN ATTENDANCE.			
		Commencing.	Continuing weeks.	Number daily.	Males.	Females.	Total.	Graduates.
Jefferson	Fairfield	August 2	2	1	38	166	204	....
Johnson	Iowa City	July 19	2	2	40	449	489	15
Jones	Monticello	June 21	2	3	30	170	200	....
Keokuk	Sigourney	August 16	2	2	61	217	278	....
Kossuth	Algona	July 26	4	2	40	275	315	....
Lee	Ft. Madison	July 5	3	2	17	92	109	....
Linn	Marion	August 16	2	2	70	416	486	....
Louisa	Wapello	August 9	2	2	27	92	119	14
Lucas	Chariton	August 2	2	1	23	145	168	5
Lyon	Rock Rapids	July 5	2	2	33	117	150	....
Madison	Winterset	August 2	2	2	63	239	302	11
Mahaska	Oskaloosa	July 19	2	2	31	238	269	....
Marion	Knoxville	August 2	2	2	41	185	226	21
Marshall	Marshalltown	July 19	2	2	61	241	302	3
Mills	Malvern	June 14	2	2	21	122	143	....
Mitchell	Osage	August 23	2	2	26	123	149	....
Monona	Onawa	August 2	2	2	30	176	206	....
Monroe	Albia	July 19	3	2	32	140	172	....
Montgomery	Red Oak	July 26	2	2	31	144	175	....
Muscatine	Muscatine	August 16	1	2	20	169	189	...
O'Brien	Primghar	August 16	2	2	27	132	159	....
Osceola	Sibley	March 29	2	2	31	114	145	....
Page	Clarinda	August 9	2	2	30	249	279	....
Palo Alto	Emmetsburg	August 16	2	1	26	128	154	....
Plymouth	Le Mars	July 5	2	2	40	197	237	....
Pocahontas	Fonda	July 12	2	2	26	105	131	....
Polk	Des Moines	August 16	2	2	40	362	402	....
Pottawattamie	Council Bluffs	August 2	2	2	58	214	272	....
Poweshiek	Brooklyn	June 28	3	2	22	91	113	....
Ringgold	Mt. Ayr	August 16	2	1	42	124	166	....
Sac	Sac City	August 16	2	2	36	164	200	....
Scott	Davenport	*July 5	3	2	43	217	260	. ..
Shelby	Harlan	August 2	2	1	56	157	213	....
Sioux	Orange City and Hawarden	*July 12	5	2	100	370	470	....
Story	Nevada	July 12	3	2	39	187	226	5
Tama	Toledo	June 21	2	2	76	253	329	5
Taylor	Bedford	June 21	2	2	38	154	192	....
Union	Creston	August 2	2	2	14	180	194	15
Van Buren	Keosauqua	July 26	3	2	48	106	154	....
Wapello	Ottumwa	July 12	3	1	25	210	235	6
Warren	Indianola	August 9	2	2	56	196	252	36
Washington	Washington	July 19	2	2	43	198	241	.
Wayne	Corydon	August 9	2	2	60	144	204	10
Webster	Ft. Dodge	July 19	2	2	41	235	276	13
Winnebago	Forest City	August 23	2	2	12	68	80	....
Winneshiek	Decorah	March 29	2	2	36	176	212	
Woodbury	Sioux City, Correctionville.	*June 28	5	2	35	389	424	41
Worth	Northwood	July 26	2	2	20	90	110	...
Wright	Clarion	August 9	2	2	26	154	130	..
Totals			†2 3	...	3737	18501	22238	416

* Including a supplementary institute. †Average length of institute.

REPORTS FOR 1897—CONTINUED.

NORMAL INSTITUTES.

INSTITUTE FUND								
RECEIPTS						EXPENDITURES.		
On hand at last report.	Examination fees.	Registration fees.	State appropriation.	State appropriation and sundries.	Total.	Instr'ction and lectures.	Incidentals.	Unexpended.
$ 379 54	$ 251	$ 204	$ 50	....	$ 884 54	$ 445 00	$ 66 58	$ 372 96
29 92	589	489	50	....	1157 92	971 00	186 92	....
284 68	316	200	50	....	850 68	599 00	112 35	139 33
7 39	441	278	50	$ 78 11	854 50	750 00	104 50	....
403 50	333	315	50	....	1101 50	876 70	86 30	138 50
792 20	305	109	50	9 70	1265 90	655 00	88 20	522 70
1 15	460	486	50	106 00	1103 15	533 00	569 60	55
151 78	193	119	50	10 00	523 78	419 00	50 15	54 63
222 90	287	168	50	....	727 90	373 66	92 50	261 74
99 53	168	150	50	....	467 53	440 00	10 10	17 43
395 80	398	302	50	....	1145 80	625 00	114 73	406 07
6 98	351	269	50	....	676 98	610 00	66 25	73
136 67	238	226	50	....	650 67	401 50	98 00	151 17
301 27	529	302	50	....	1182 27	750 25	73 23	358 79
104 65	328	143	50	....	625 65	596 00	29 65	....
75 20	275	149	50	....	549 20	446 00	44 05	59 15
407 16	264	206	50	....	927 16	422 90	95 50	408 76
149 79	262	172	50	....	633 79	519 00	41 25	73 54
241 50	265	175	50	....	731 50	545 14	38 50	147 86
4 60	220	189	50	....	463 60	307 00	71 70	84 90
181 20	215	159	50	....	605 20	440 00	56 80	108 40
30 23	183	145	50	20 00	428 23	325 00	83 11	20 12
16 56	338	279	50	....	683 56	599 25	74 14	10 17
223 16	228	154	50	....	655 16	380 00	49 25	225 91
106 00	342	237	50	....	735 00	515 00	97 50	122 50
92 51	228	131	50	....	501 51	325 00	103 05	73 46
506 93	669	402	50	....	1627 93	1059 90	409 97	158 06
125 30	441	272	50	....	888 30	573 00	143 50	171 80
92 60	235	113	50	....	490 60	420 00	50 00	20 60
137 05	260	166	50	....	613 05	485 00	112 00	16 05
58 00	318	200	50	....	626 00	490 00	60 35	75 65
288 16	271	260	50	....	869 16	518 95	50 94	299 27
249 15	326	213	50	....	838 15	497 50	66 75	273 90
....	339	470	50	....	859 00	720 00	99 45	39 55
276 51	352	226	50	....	904 51	480 00	84 80	339 71
246 40	383	329	50	....	1008 40	782 00	96 13	130 27
579 80	320	192	50	....	1141 80	590 00	165 05	386 75
351 17	179	194	50	....	774 17	407 40	60 00	306 77
236 72	235	154	50	....	675 72	480 00	52 85	142 87
440 08	311	235	50	....	1036 08	684 00	17 60	334 48
251 56	264	252	50	....	817 56	463 00	179 03	175 53
565 68	328	241	50	....	1184 68	708 30	63 50	412 88
318 30	254	204	50	....	826 30	530 00	40 00	256 30
108 75	386	276	50	....	820 75	530 00	131 13	159 62
2 65	152	80	50	55 35	340 00	325 00	15 00	....
158 72	291	212	50	....	711 72	415 00	81 20	215 52
86 19	477	424	50	....	1037 19	747 08	199 19	90 92
25	140	110	50	....	300 25	205 00	30 80	64 45
24 82	271	180	50	53 78	579 60	540 00	39 60	....
$ 17835 93	$ 29277	$ 22238	$ 4950	$ 1265 55	$ 75566 48	$ 51776 96	$ 9801 59	$ 13987 93

ABSTRACT [E]—CONTINUED.

(Lack of room on these two pages compelled the omission of a few names.)

COUNTIES.	CONDUCTOR.	INSTRUCTORS.
Adair	A. A. Taylor	J. J. McConnell, F. E. Palmer, A. Pickett, O. M. Harvey, C. C. Smith, Alice C. Wilson.
Adams	I. P. Clark	I. S. Condit, C. M. Thompson, Mrs. Carrie E. Aldrich.
Allamakee	J. F. Smith	J. B. Knoepfler, G. E. Finch, Christine Benson, E. L. Coffeen, Alice E. Duffy.
Appanoose	E. W. Adamson	H. C. Hollingsworth, F. E. King, W. C. Kennedy, H. E. Reister.
Audubon	D. P. Repass	F. P. Hocker, E. N. Coleman, H. A. Kinney.
Benton	A. W. White	E. E. White, S. Y. Gillan, Wm. Hawley Smith, O. J. Laylander, A. N. Palmer, Julia F. Dumke.
Black Hawk	W. W. Brittain	S. Y. Gillan, Mrs. Sara D. Jenkins, Mrs. Eva D. Kellogg, C. E. Locke, H. B. Lizer, G. W. Walters.
Boone	B. P. Holst	G. I. Miller, J. J. McMahon, Sara F. Rice, E. L. Coburn, Clara E. Thompson, W. B. Read.
Bremer	L. C. Oberdorf	S. H. Sheakley, W. N. Clifford, Mrs. J. L. Buechele, J. W. Dickman, D. C. Chamberlin.
Buchanan	E. C. Lillie	S. Y. Gillan, Anna E. McGovern, J. L. Buechele.
Buena Vista	J. E. Durkee	C. W. von Coelln, H. E. Crosby, C. K. Dukes, F. M. Allen, J. L. Zwickey, Louisa Walz.
Butler	F. E. Howard	C. P. Colgrove, J. F. Mitchell, W. F. Barr.
Calhoun	R. W. Murphey	G. W. Young, D. K. Bond, Olive McHenry.
Carroll	J. J. McMahon	G. I. Miller, C. C. Magee, J. W. Kitch, W. E. Atkinson, E. B. Rogers, Lulu Long.
Cass	H. B. Newcomb	C. C. Rounds, W. H. Bender, Wm. Wilcox.
Cedar	J. W. Marker	E. E. White, Wm. Wilcox, J. H. Morgan
Cerro Gordo	Eugene Brown	A. R. Sale, Sarah C. Brooks, D. H. Campbell, C. A. Fullerton, M. Adelaide Holton, D. A. Thornburg.
Cherokee	H. H. Seerley	G. W. Samson, A. W. Rich, J. L. Rose.
Chickasaw	C. S. Cory	J. B. Knoepfler, C. P. Colgrove, R. C. Barrett, D. A. Thornburg, J. F. Mitchell, Mrs. J. F. Mitchell.
Clarke	A. B. Warner	W. C. Davis, Clara Klinefelter, Lura Phillips.
Clay	W. S. Wilson	W. G. Ray, C. C. Carstens, Carrie B. Parker.
Clayton	Sumner Miller	W. A. Crusinberry, L. T. Weld, Anna E. McGovern, J. E. Webb, J. N. Dahm.
Clinton	Chas. McKenny	M. Adelaide Holton, O. P. Bostwick, G. W. Samson, Alice Rogers, Eldora White.
Crawford	W. T. Wright	W. C. Van Ness, N. Spencer, B. P. Holst, C. F. Garrett.
Dallas	M. E. Phillips	W. H. Monroe, A. J. Oblinger, C. R. Aurner, O. E. Smith, A. L. Lyon, C. W. Danks, Flora B. Smith.
Davis	C. W. Martindale	O. W. Weyer, R. W. Anderson, W. T. Howe
Decatur	R. A. Harkness	C. W. Martindale, I. N. Beard, S. L. Darrah.
Delaware	L. T. Eaton	E. B. Stiles, W. B. Guthrie, D. K. Bond, Kate Shimmin, C. R. Scroggie, E. P. Fogg.
Des Moines	M. B. Shaw	C. E. Lauder, Minnie S. Todd, Binnie C. McKitterick, W. L. Sheetz, O. M. Harvey.
Dickinson	H. A. Welty	W. T. Davidson, H. H. Savage, F. C. Woods.
Dubuque	B. J. Horchem	J. Piper, O. T. Bright, S. Y. Gillan, Mara L. Pratt, Mrs. Eva D. Kellogg, E. E. Blanchard, W. J. Black,
Emmet	H. H. Davidson	W. F. Cramer, C. C. Stover, G. N. Sabin.
Fayette	F. H. Bloodgood	A. W. Rich, A. L. Stout, F. E. George, Elsie E. Perry, J. J. Dofflemyer, G. E. Finch, Lua Hollister.
Floyd	W. H. Allis	G. S. Dick, J. F. Hirsch, Mrs. J. F. Mitchell, Elsie E. Perry, Mary D. Korinke, Vinnie Marsh.
Franklin	Emily Reeve	Wm. Wilcox, W. D. Wells, C. C. Magee, Ella Z. Huffman.
Fremont	H. A. Simons	J. A. Lapham, H. E. Wheeler, R. C. Hughes, J. S. Estes, Luella Crowder, F. H. Baldwin.
Greene	L. B. Carlisle	J. J. McConnell, M. E. Hall, Mrs. E. B. Wilson, G. D. Thompson, J. F. Monk, Elizabeth A. Olive.
Grundy	W. W. Taylor	W. D. Wells, F. J. Sessions, Olive A. Evers.
Guthrie	C. M. Young	F. J. Sessions, M. E. Phillips, O. J. Laylander, A. W. Porter, W. A. Hicks.
Hamilton	W. F. Cole	D. S. Wright, J. J. Dofflemyer, Clara R. Bamber, M. Brandvig, Alice C. Wilson.
Hancock	Geo. Chandler	A. M. Deyoe, Eva B. Crowe, J. F. Doderer, C. W. Thompson.
Hardin	C. H. Marsh	C. F. Woodward, Julia Scurry, C. H. Cole, Mrs. O. B. Chassell, E. P. Fogg, A. J. Cavana.
Harrison	M. A. Reed	C. E. Shelton, H. A. Kinney, J. M. Rapp, F. G. Miller, Henrietta Porter, Fannie Fisher.
Henry	Ed. L. Roth	C. M. Grumbling, G. W. Walters, J. F. Riggs, L. Antrim, A. E. Parsons, Stella Satterthwait
Howard	L. E. A. Ling	F. H. Bloodgood, Anna J. Ziek, Elsie E. Perry.
Humboldt	O. S. Opheim	Geo. Chandler, C. Messer, M. Miller, Clara Bicknell.
Ida	J. C. Hagler	E. N. Coleman, Christine Benson, T. B. Hutton.
Iowa	I. A. Loos	J. J. McConnell, T. M. Clevenger, C. H. Carson, C. E. Fleming, E. Hopkins, Dawn Bauserman.

ABSTRACT [E]—CONTINUED.

COUNTIES.	CONDUCTOR.	INSTRUCTORS.
Jackson	A. F. Kearney	W. H Bender, George Chandler, A. P. Heald, C. C. Dudley, Minnie V. Wynkoop.
Jasper	Minnie A. Walsh	E. J. H. Beard, G S Dick, J. M. Martindale, S. G. Richards.
Jefferson	R. A. Harkness	J. E. Williamson, M, F. Arey, Jennie E. Curtis
Johnson	S. K. Stevenson	E E. White, S. Y Gillan, Wm. Hawley Smith, W. A. Willis, J. J. McConnell, W. F. Cramer.
Jones	T. J. Cowan	R. G Young, D. M. Kelly, W. N. Clifford, J. F. Saylor.
Keokuk	S. A. Potts	H. H Seerley, E. H. Griffin, O. C. Scott, G. H. Mullin, Mrs. A. H. Mendenhall, Mrs. A. L. Shattuck.
Kossuth	B. F Reed	J. S. Shoup, George Chandler, Eva B. Crowe.
Lee	O. W. Weyer	M. F. Arey, Jennie E. Curtis, Eva L. Gregg.
Linn	N. H. Richards	H. H. Freer, J. T. Merrill, J. J. Dofflemyer, W. A. Doron, Mrs. Mary R. Davis.
Louisa	Lizzie Hughes	W. H. Bender, Lucy Curtis, A. M. M. Dornon, Kate E. Palmer.
Lucas	C. F. Goltry	O. C. Scott, S. M. Cart, Carrie E. Allen, D. R. Michener, Effie Schuneman.
Lyon	W. S. Wilson	J. A. Lapham, Julia Scurry, A. W. Grisell.
Madison	H. H. Seerley	F. B. Cooper, C. E. Shelton G. W. Samson, A. V. Storm.
Mahaska	Florabel Patterson	W. O. Riddell, M. A. Reed, Kate E. Palmer, Anna R. Atwater, Marian Ross.
Marion	R. G Mulky	J. H. Garber, S. J. Finley, L. B. Carlisle, W. W. Cook, Mrs. M. Harsin.
Marshall	H. B. Hayden	Lucy Curtis, Christine Benson, H. E. Kratz.
Mills	C. P. Colgrove	G. M. Turner, Etta Suplee, M. I. Craig, Ida L. Schell.
Mitchell	R. C. Barrett	C. P. Colgrove, J. A. Lapham, Christine Benson.
Monona	F. E. Lark	H. E Kratz, Mrs. Sara D. Jenkins, H. H. Hahn.
Monroe	H. C. Hollingsworth	F E. King, Mrs L B. Carlisle, S. M. Cart.
Montgomery	J. W. Clark	W. F. Chevalier, I. S. Condit, F C. Demorest, Emma C. Moulton, Nettie A. Sawyer
Muscatine	F. M. Witter	R. W. Leverich, L T. Hill, P. A. McMillen.
O'Brien	Ella Seckerson	W. I. Simpson, A. V. Storm, R. B. Daniel, Clara Klinefelter, M. B Fobes.
Osceola	T. S Redmond	W. S. Wilson, Mrs. A. L Shattuck, B. T. Green.
Page	H. E. Deater	J. M. Hussey, J. A McLean, W. Bell.
Palo Alto	Bessie Larsen	H. E. Wheeler, Carrie B. Parker, Fannie A. Palmer.
Plymouth	E. N. Coleman	J. S. Shoup, F. M. Chaffee, N. Jennette Carpenter, Jessie Craig, Annie Wernli, Carrie Decker.
Pocahontas	D. K. Bond	A. W. Davis, Tillie Cramer, U. S. Vance.
Polk	F. B. Cooper	G. W. Samson, J W. Rich, L. B Carlisle, W. O. Riddell, W. N. Clifford, Mrs. H. R. Reynolds.
Pottawatta'ie	W. S. Paulson	J. C Hisey, W. N. Paulson, O. J. McManus, Ada E. Jordan, Olive A. Benn, S. C. Hanson.
Poweshiek	W. C Rayburn	G W. Cowden, Bruce Francis, F. S. Robinson.
Ringgold	Mattie Stahl	C. O. Carter, Eva Kendall.
Sac	E. N. Coleman	C. V. Findlay, C. E. Stallcop, Eva L. Gregg.
Scott	C. L. Suksdorf	Chas McMurry, Arnold Tompkins, J. B. Knoepfler.
Shelby	A. B. Warner	M. A. Reed, A. W. Merrill, C. S. Cobb.
Sioux	M. M. Mishler	C. E Shelton, A. V. Storm, J H. Garber, J. L. Mishler, J. C. Trainer, T. B. Hutton.
Story	G. W. Phillips	L. T. Weld, A. V. Storm, E. D Y. Culbertson.
Tama	A. L. Speaker	E. E. Blanchard, J. B Young, H. O. Bateman, B. F. McClelland, S. O. Huber, A. E. Parsons.
Taylor	F. E. Crosson	J. C. Hisey, W. B. Read, G. W. Fisher, W. B. Moffett, H S. Ash, Eva R Danielson.
Union	Charles Emerson	O. E. French, A. E Parsons, T. R. Amlie, Carrie V. Lynn, Eva R. Danielson.
Van Buren	J. H Landes	D. T. Sollenbarger, Emma M. Ridley, W. T. Dick, F. E. Buck.
Wapello	A. W. Stuart	J. E. Williamson, Elizabeth K. Matthews, Ida L. Schell, Abbie S. Abbott.
Warren	Edd R. Guthrie	J. Piper, B. P. Holst, W. B. Read, Nellie Sanborn.
Washington	Cornelia Klass	W. J. Black, G. H Mullin, Mara L. Pratt, C. P. Colgrove, Mrs. Eva D. Kellogg, Edith Buck.
Wayne	Carrie M. Goodell	L. Begeman, J. F. Holiday, F. B Taylor, S. L. Tipton, Chas. Carter, Inez F. Kelso.
Webster	C. V. Findlay	E. N. Coleman, L. B. Carlisle, J. W. Jackson, A. L. Brown, E. A. Rolfe, J. F. Monk.
Winnebago	J. D Stout	W. A. Crusinberry, C. N. Brones, Mrs. B. G. Mabin.
Winneshiek	L. T. Weld	R. C Barrett, J. Breckenridge.
Woodbury	E. A. Brown	J. S. Shoup, J H. O'Donoghue, O. A. Schotts, J. G. Hobson, Eva Kendall.
Worth	S. B. Toye	E W. G. Vogenitz, J A. Lapham, George Chandler.
Wright	C. C. Rounds	J. G. Grundy, S T. May, Eva Kendall

STATISTICS OF

Of cities having 3,000 or more

Reference number.	CITIES.	Population by state census, 1895.	Enumeration, 1897.	Total enrollment school year, 1896-7.	Total average attendance, 1896-7.	Salary of superintendent, 1897-8.	Salary of principal high school, 1897-8.	Assistant teachers.	‡ Teachers.	Special teachers.	Total paid special teachers	Average paid all teachers except superintendent.	Amount certified in May, 1897, for teachers' fund	Levy, in mills, teachers' fund.	Months in school year, 1897-8.	Years, course study.
1	Des Moines, E....		5418	3985	3061	$1600	$1400	90	70	4	$ 2295	$ 4600	$25000	8	9	13
2	Des Moines, N.....	*56359	1795	1450	1034	1300	945	33	3	3	1100	4830	11000	8.9	9	12
3	Des Moines, W	.....	8079	4697	3508	3000	1800	117	28	4	4200	6673	70000	7	9	13
4	Dubuque............	40574	12747	5338	4038	2400	1700	114	72	14	4800	5030	55000	6.2	10	12
5	Davenport..........	30010	10887	5620	4584	2000	1800	118	82	17	10900	5488	68000	13	10	13
6	Sioux City..........	27371	11291	6767	4417	2500	1450	137	46	1	720	5515	40000	6.7	9	13
7	Burlington	25246	8113	4469	3579	1900	1400	103	88	1	1000	6672	53000	11.5	9.5	12
8	Cedar Rapids........	21555	8080	4863	3861	2040	1300	120	85	2	900	4932	44000	11.2	9	13
9	Council Bluffs.......	20189	7604	4361	3429	2000	1500	108	63	2	1305	5678	45000	9.7	9	12
10	Clinton.........	17375	6292	3559	2764	1800	1300	82	59	1	570	4575	35000	16 1	9.5	13
11	Lyons...............	6002	2001	1436	988	1300	800	20	10	1	450	4125	8000	13.1	10	11
12	Ottumwa	16761	5074	3675	3029	1900	1200	90	70	2	1750	4591	38000	9.7	9.5	12
13	Keokuk..............	14287	4753	2591	2156	1500	1400	60	44	1	700	5503	28000	8.5	9	12
14	Muscatine...........	12237	4060	2569	2033	1500	1200	55	47	1	720	5600	27000	11 1	9.2	12
15	Marshalltown	10049	3164	2254	1752	1650	1300	49	18	8	4800	5000	18000	11.7	9	12
16	Fort Madison........	10022	3065	1391	1138	1350	765	30	5	..	......	4465	16000	10	9	12
17	Boone...............	8845	2772	2120	1592	1800	900	44	4	1	700	4650	22000	22	9	12
18	Fort Dodge..........	8756	2410	1496	1233	1500	900	35	9	..	....	4600	12000	8.9	9	12
19	Oskaloosa...........	8551	2989	2138	1532	1500	760	41	25	1	540	5111	21000	14.8	9	12
20	Waterloo, E	5244	1842	1339	1028	1600	900	33	6	2	990	4400	15500	16.7	9	12
21	Waterloo, W.........	3246	1186	827	631	1600	810	18	3	3	675	4888	10500	14.5	9	12
22	Iowa City...........	7526	3658	1478	1099	1400	900	37	22	2	1140	5917	17500	7.4	9 5	12
23	Creston	6630	2512	1877	1380	1400	1100	34	20	3	1695	4937	20000	19 6	9 5	12
24	Mason City..........	5627	1812	1304	1045	1500	†..	38	14	2	990	4750	16000	16.5	9	12
25	Centerville..........	5554	2051	1336	956	1200	585	27	10	1	450	4130	11000	15.1	9	12
26	Independence.......	5142	1227	913	744	1300	800	23	13	2	450	4310	13000	13.4	9	12
27	Webster City........	5095	1293	1153	840	1500	720	23	12	1	495	4400	12000	14 8	9	13
28	Le Mars	5046	1798	1036	772	1500	605	23	2	..		5490	11500	19	9	12
29	Atlantic	4954	1731	1221	950	1500	700	25	6	1	495	4900	8500	10	9	12
30	Cedar Falls..........	4506	1396	1112	931	1600	810	24	4	2	1035	4700	9500	16.7	9	12
31	Red Oak	4224	1470	1200	980	1400	1000	27	9	2	855	4948	13000	15.7	9	12
32	Charles City.........	4201	1262	1127	745	1500	675	23	12	2	1015	4218	10000	12 4	9	12
33	Fairfield.............	4026	1191	974	757	1300	675	20	6	..	......	4500	7500	8.3	9	12
34	Mt. Pleasant	3920	1129	834	632	1250	600	22	11	2	450	4203	8000	7.3	9	12
35	Marion.	3766	1548	984	814	1500	855	22	9	1	405	4362	8000	12.2	9	12
36	Washington..........	3671	1150	812	631	1400	630	21	15	..	......	4400	8000	6.1	9	12
37	Perry.	3570	1228	1033	847	1058	630	23	15	..	.....	4413	7000	12.8	8.5	12
38	Maquoketa...... ...	3448	1070	953	757	1300	†...	21	12	..	......	3762	7000	9.6	9	13
39	Missouri Valley....	3350	1102	928	692	1500	585	19	6	..	.....	4790	7500	14.8	9	12
40	Chariton.............	3322	1289	999	780	1100	495	18	15	..	....	3800	4500	8.9	9	12
41	Belle Plaine.... ..	3256	1040	803	750	1250	540	18	14	1	405	3881	6500	19.2	9	13
42	Grinnell	3232	1000	863	701	1300	765	16	5	..	......	5406	5000	6.8	9	12
43	Newton	3213	964	805	617	1500	†..	17	4	..	....	4463	4000	5.2	9	12
44	Vinton	3150	911	757	548	1200	630	14	2	1	100	4450	8000	10.1	9	12
45	Decorah.............	3141	881	594	448	1400	†..	14	4	2	807	4537	7000	13 8	9.5	13
46	Shenandoah.........	3134	983	757	618	1200	540	17	3	1	540	4382	6000	10.6	9	12
47	Cherokee	3092	1165	1001	722	1400	540	21	4	..	......	4575	10000	20	9	12
48	Clarinda............	3024	1005	876	664	1200	720	19	..	..	.....	4666	9000	13.3	9	12
49	Eagle Grove.........	3006	1157	842	705	1100	450	17	7	1	450	4500	7500	22.8	9	12

* City of Des Moines also includes all or a part of nineteen other districts.

† Superintendent acts as principal of high school.

‡ Graduates of our high school.

PRESENT CITY SUPERINTENDENT.—1 Amos Hiatt. 2 F. A. Lacey, 3 F. B. Cooper. 4 F. T. Oldt. 5 J. B. Young. 6 H. E. Kratz. 7 C. E. Shelton. 8 J. T. Merrill. 9 J C. Hisey. 10 O. P. Bostwick. 11 J H. Breese. 12 A. W. Stuart. 13 O. W. Weyer 14 F. M. Witter. 15 F. E. Willard. 16 C. W. Cruikshank. 17 G. I. Miller. 18 F. O. Wildes. 19 O. C.

CITY SYSTEMS.

Population by the Census of 1895.

Reference number.	Assessed valuation of district.	Present bonded indebtedness.	Bonds paid during the year.	Paid during the year for building.	Expen'ed for all purposes, Sept., 1896, to Sept., 1897.	No. of schoolhouses.	Value of buildings and sites.	Value apparatus.	Volumes in library.	Value of libraries.	KINDERGARTENS.			YEARLY COST OF TEXT-BOOKS.		
											Number.	Teachers.	Cost in 1897-8.	Primary.	Grammar.	High school.
1	$3124510	$115500	......	$ 3000	$ 69144	10	$ 290500	$ 2500	$ 1500	$ 2000	..	..		$ 88	$1 57	$3 65
2	1225000	60500	.....	.....	31988	5	65000	400	150	100	4	7	$ 2650	54	1 00	4 35
3	9974250	100000	$18000	5020	124536	14	493000	10200	5250	4500	11	15	7020	74	1 73	3 30
4	8878848	65000	4000	......	103843	14	359000	4000	3840	1800	4	8	2950	95	2 15	4 65
5	5418625	....	.....	27615	129449	12	335000	3600	2500	3000	..	..	......	82	1 62	5 21
6	5901246	342000	......	......	155836	31	500000	3500	1400	1200	..	..	...	1 29	2 94	6 10
7	4594568	63700	5200	29000	125262	12	210000	6500	1000	2000	3	6	1785	45	1 57	5 50
8	3928131	151000	14442	4000	91298	17	280000	4000	1200	1200	..	..	...	65	1 75	3 50
9	4647974	162000	500	5000	93699	18	249400	3000	......	...	4	2	1125	1 00	1 50	4 85
10	2175905	98500	......	11763	72838	12	222900	1500	8835	5000	..	..	......	76	2 36	5 95
11	579743	6000	......	....	14439	5	48000	500	500	600	.	..	......	55	1 95	2 90
12	3921720	57000	..	800	59387	9	230000	1000	1100	2000	..	..	......	1 00	3 00	5 00
13	3304987	20000	4000	......	46091	9	213000	600	1600	800	..	..	......	1 50	2 20	5 00
14	2259302	43000	......	36765	74911	9	135000	350	300	500	..	.	.....	1 00	1 70	3 38
15	1543852	77000	......	2021	83435	7	400000	1800	8000	3500	7	7	3150	1 95	2 25	3 15
16	1600000	56000	......	......	29650	6	86000	500	1500	500	..	..	......	1 00	2 00	4 00
17	1000000	40000	2000	......	33354	7	75000	500	2000	800	..	..	......	44	1 79	2 68
18	1350000	40000	......	...	95690	8	118000	850	600	800	..	..	.....	95	1 65	5 00
19	1414107	30000	.....	25276	55022	6	148000	2000	1960	1600	5	5	1600	1 22	2 67	5 53
20	930000	48000	1500	14233	35555	5	85000	800	560	450	..	..	.....	1 05	2 50	4 20
21	722468	25000	.....	8600	51221	3	47000	400	458	500	..	..	......	1 04	2 14	3 88
22	2347000	25000	.....	.....	31290	8	115000	1573	1796	1500	.	..	.....	1 20	2 90	5 80
23	1018695	35000	3000	.....	42034	9	125000	1000	800	700	1	1	405	54	1 68	3 40
24	969332	15000	......	1000	49108	5	100000	2500	300	500	..	..	......	85	1 50	2 00
25	730000	30000	6000	...	28934	3	82725	250	405	400	..	..	......	95	4 45	6 20
26	966473	17000	3000	......	23383	4	85000	1224	1850	462	..	..	.....	1 22	1 69	3 20
27	810000	33000	......	......	18454	3	50000	580	300	250	2	2	720	95	1 71	4 25
28	604944	23000	4000	... ..	35969	3	50000	500	700	450	..	..	......	50	1 50	3 00
29	850000	31000	3000	......	20421	4	60000	800	800	400	..	..	......	40	1 50	3 25
30	571737	10000	.....	......	19613	4	50000	500	1000	1000	..	..	......	1 22	1 96	4 83
31	826646	20000	1000	......	14394	5	72000	600	2000	1800	..	..	......	80	2 22	4 16
32	803417	11000	2500	......	17529	6	47000	200	500	500	..	..	......	1 15	2 00	4 25
33	901509	4500	3000	1200	9230	2	40000	460	230	175	..	..	.....	85	1 75	4 50
34	1091450	... .	......	......	12610	4	40000	525	250	400	..	..	......	1 30	3 85	6 33
35	656000	27000	1000	...	15304	4	50000	200	425	386	..	..	......	63	1 08	2 76
36	1300000	10000	.....	8000	22820	5	40000	50	50	100	..	..	......	1 00	1 50	2 25
37	546828	15000	5000	......	19325	3	33000	1200	400	600	.	..	......	75	3 50	4 00
38	732000	7700	.....	2500	13982	4	47000	140	72	180	..	..	......	58	1 05	2 00
39	506335	20500	2000	3500	21942	4	40000	775	600	400	.	..	......	74	1 52	4 80
40	506109	4000	....	......	15225	4	40200	400	270	300	..	..	......	1 06	3 42	6 14
41	338000	3500	500	.....	10748	3	25000	290	394	302	..	..	......	50	1 18	4 00
42	735418	6500	....	10613	23404	3	25000	1550	1500	1000	2	2	585	1 35	2 55	5 50
43	770765	7000	......	8660	25085	2	35000	600	700	700	..	..	....	65	2 00	3 75
44	789462	......	......	.....	10360	2	30000	150	450	300	..	..	.....	52	1 31	3 57
45	506000	25000	.....	22355	106231	1	35000	100	300	400		..	.....	1 50	3 00	7 50
46	564445	7500	......	......	10711	4	18000	200	175	100	..	..	......	53	1 75	3 25
47	500000	20000	.....	......	22845	3	80000	750	500	1500	..	..	.....	1 14	3 10	4 50
48	673866	10000	......	.....	13824	2	45000	300	800	500	..	..	......	75	2 50	5 00
49	328329	12000	......	4500	10427	2	25000	300	250	500	..	..	......	1 10	3 06	3 97

Scott. 20 F. J. Sessions. 21 S. H. Sheakley. 22 S. K. Stevenson. 23 O. E. French. 24 A. R. Sale. 25 F. E. King. 26 J. L Buechele. 27 C. W. Martindale. 28 E. N. Coleman. 29 William Wilcox. 30 O. J. Laylander. 31 W. F. Chevalier. 32 G. S. Dick. 33 J. E. Williamson. 34 J. F. Riggs. 35 J. J. Dofflemyer. 36 G. H. Mullin. 37 A. L. Lyon. 38 C. C. Dudley. 39 A. B. Warner. 40 S. M. Cart. 41 S. B. Montgomery. 42 G. W. Cowden. 43 E. J. H. Beard. 44 H. C. Waddle. 45 E. A. Parks. 46 O. E. Smith. 47 J. L. Rose. 48 William Bell. 49 J. G. Grundy.

COMPARATIVE SHOWING FOR 1896–7.

From all cities in Iowa of more than 1,500 and less than 3,000 population in 1895. Compiled chiefly from the reports of county superintendents.

CITIES.	Population—census of 1895.	Enumeration, 1897.	Enrollment, 1896-7.	Attendance, 1896-7.	Attendance upon enumeration	Attendance upon enrollment.	Paid all teachers in 1896-7.	Tuition per month.	Assistant teachers.	Average per month.	Months taught.	PRESENT CITY SUPERINTENDENT, YEAR 1897-8.	Salary.
Waverly	2916	862	687	608	71	89	$ 7942	$ 1 45	16	$44 04	9	E. E. Blanchard	$ 1200
Knoxville	2862	902	783	640	71	82	7550	1 31	16	44 09	9	S. J. Finley	1250
Carroll	2839	1019	643	499	49	78	7834	1 74	16	46 07	9	C. C. Magee	1200
Indianola	2825	956	838	658	69	79	6927	1 17	15	43 90	9	Belle M. Hastie	1000
Winterset	2703	827	774	623	75	80	6395	1 14	16	37 46	9	T. H. Stone	1000
Manchester	2683	1001	649	494	49	76	7440	1 67	19	37 66	9	R. W. Wood	1000
What Cheer	2675	916	754	595	65	79	6425	1 20	14	43 05	9	A. L. Shattuck	1000
Pella	2606	918	585	495	54	85	5945	1 26	16	33 84	9.5	W. H. Lyon	800
Albia	2588	780	671	520	67	77	5945	1 27	13	39 70	9	H. C. Hollingsworth	1300
Spencer	2551	858	749	556	65	74	7444	1 48	15	47 73	9	Carrie B. Parker	1000
Cresco	2529	843	656	455	54	69	6060	1 48	13	40 68	9	L. E. A. Ling	1300
Hampton	2527	675	636	572	85	90	8128	1 58	16	47 41	9	G. A. Bateman	1200
Osage	2509	867	768	555	64	72	7701	1 54	18	39 82	9	George Chandler	1250
Estherville	2498	1032	880	598	58	68	7255	1 38	17	40 67	8.8	C. C. Stover	1000
Algona	2487	806	699	502	62	72	7487	1 57	16	41 36	9.5	N. Spencer	1200
Sheldon	2416	917	780	580	63	74	7007	1 34	15	42 64	9	W. I. Simpson	1250
Mystic	2300	618	520	322	52	62	2630	1 02	9	29 86	8	J. H. Grove	480
Harlan	2297	874	731	606	69	83	7125	1 31	15	43 88	9	A. W. Merrill	1200
Jefferson	2260	765	738	578	76	78	5970	1 15	13	40 77	9	L. B. Carlisle	1200
Denison	2256	819	585	452	55	77	6530	1 60	12	50 27	9	H. V. Failor	900
Tipton	2244	710	550	450	63	82	5000	1 23	11	39 39	9	W. L. Etter	1100
Iowa Falls	2234	700	629	514	73	82	6620	1 43	12	51 11	9	L. Hezzelwood	1200
Tama	2196	757	408	366	48	90	4608	1 40	11	37 45	9	C. E. Locke	1000
Osceola	2176	835	741	573	69	77	6120	1 18	15	37 55	9	I. N. Beard	1050
Glenwood	2143	1175	657	449	38	68	7002	1 73	14	46 84	9	J. L. Laird	1100
Stuart	2118	760	670	560	74	84	7185	1 42	15	44 33	9	G. W. Bryan	1200
Nevada	2107	606	576	524	86	91	5640	1 19	13	37 94	9	H. G. Lamson	1000
Emmetsburg	2104	664	479	385	58	80	5320	1 50	11	43 63	9	H. E. Blackmar	1000
Eldora	2096	676	510	360	53	71	6150	1 90	12	45 83	9	W. A. Doron	1100
Monticello	2079	667	532	422	63	79	5492	1 44	12	39 76	9	C. R. Scroggie	900
Bedford	2070	680	596	491	72	82	7355	1 66	14	49 56	9	G. W. Fisher	1100
Lake City	2053	634	486	384	61	79	4385	1 21	9	40 55	9	H. Olerich	900
Bloomfield	2047	673	556	396	59	71	4260	1 34	10	40 75	8	Will Fortune	800
Villisca	2034	707	682	532	75	78	6164	1 29	13	44 13	9	D. A. Knapp	900
Marengo	2027	630	589	481	76	82	7670	1 67	14	47 14	9.5	C. H. Carson	1300
Anamosa	2006	776	663	510	66	77	5995	1 31	12	44 39	9	Aaron Palmer	1200
Oelwein	1928	631	600	450	71	75	4500	1 11	11	35 35	9	L. B. Moffett	900
Storm Lake	1924	800	728	574	72	79	7977	1 54	16	45 74	9	A. V. Storm	1330
Hamburg	1905	710	600	463	65	77	5308	1 27	11	42 50	9	J. C. King	1045
Ames	1893	594	530	423	71	80	5470	1 43	11	45 15	9	E. D. Y. Culbertson	1000
Eldon	1867	559	450	399	71	89	3825	1 06	9	37 77	9	E. C. Mills	810
Waukon	1852	701	432	348	50	81	4935	1 58	10	41 50	9	E. L. Coffeen	1200
Toledo	1848	634	539	394	62	73	6277	1 74	13	42 53	9	J. B. Young	1300
West Union	1801	593	419	320	54	76	4105	1 42	8	43 12	9	G. E. Finch	1000
Sigourney	1777	654	509	386	59	76	4960	1 45	11	40 00	9	E. H. Griffin	1000
Corning	1769	830	628	529	64	84	6340	1 33	13	45 64	9	C. M. Thompson	1000
Rock Rapids	1740	641	528	400	62	76	6425	1 78	13	44 65	9	W. S. Wilson	1200
Hawarden	1725	638	565	420	66	74	5040	1 33	11	40 00	9		
Ida Grove	1720	668	607	470	70	77	6325	1 50	13	43 80	9	T. B. Hutton	1000
Onawa	1675	815	680	500	61	74	5550	1 23	10	50 55	9	W. C. Cobb	1100
Leon	1651	529	410	333	63	81	4580	1 52	13	30 17	9	S. L. Darrah	1000
New Hampton	1619	822	672	472	57	70	5740	1 35	13	39 65	9	D. A. Thornburg	1150
Colfax	1606	602	367	292	49	80	3690	1 58	8	40 43	8	D. M. Kelly	900
Sac City	1601	568	418	383	67	92	3420	1 00	7	40 00	9	J. N. Hamilton	900
Avoca	1598	563	491	384	68	78	4745	1 37	10	40 72	9	J. Peasley	1080
Audubon	1585	479	450	376	78	84	4645	1 37	9	45 00	9	F. P. Hocker	1000
Lansing	1566	524	308	234	45	76	3658	1 73	7	39 01	9	J. B. Knoepfler	1200
Seymour	1537	555	420	396	71	94	2470	78	8	28 59	8	F. B. Taylor	640
Bellevue	1533	552	336	260	47	77	3496	1 49	7	41 20	9	A. P. Heald	900
Clear Lake	1507	618	475	345	56	73	3446	1 11	9	31 43	9	D. H. Campbell	900

GRADED SCHOOLS.

Not including those found in tables on pages 66 and 68.

NAMES OF CITIES OR TOWNS.	Number months school.	Enumeration between 5 and 21 in 1897.	Enrolled in school in 1896-7.	Average attendance. 1896-7.	Average tuition per month for each scholar in av. attendance.	NAME OF SUPERINTENDENT OR PRINCIPAL, 1896-7.	Annual salary.	Number of other teachers.	Average salary per month of assistant teachers.
Ackley	9.0	590	423	328	$ 1 31	O M Maxwell	$1000	7	$ 45 71
Adair	9.0	307	272	202	1 79	Adam Pickett	810	5	40 20
Adel	9.0	421	406	303	1 50	C. R. Aurner	1000	8	43 00
Afton	9.5	426	331	234	1 56	J. B. Morris	950	7	33 57
Agency	8.0	232	212	123	1 97	W. C. Hicks	540	5	35 00
Ainsworth	8.0	180	146	105	1 45	T. H Barnes	500	3	36 67
Akron	9.0	496	430	321	84	I. C. Hise	640	5	40 00
Alden	8.0	277	206	161	1 74	C. M. Tool	630	4	40 00
Allerton	8.0	345	318	226	1 17	J. F. Holliday	880	5	31 00
Allison	9.0	195	131	100	2 10	A. G. Morey	675	4	35 00
Alta	9.0	302	296	214	1 64	H. E. Crosby	850	6	42 50
Alton	9.0	405	200	148	2 07	T. B. Hutton	900	5	41 00
Amity	9.0	254	196	136	1 20	M. L. Whittaker	450	3	36 67
Angus	9.0	211	165	117	1 58	L. A. Blezek	585	3	40 00
Anita	9.0	460	405	310	1 46	F. B Lawrence	810	8	45 00
Aplington	9 0	299	232	142	1 45	Miss M R Muhs	540	4	40 00
Arlington	9.0	305	254	191	1 24	M. J. Goodrich	765	5	28 84
Armstrong	9.0	406	320	250	1 10	G. N. Sabin	675	5	40 00
Aurelia	9.0	256	195	178	1 36	J. H. McClain	720	4	40 00
Bancroft	9.0	377	304	210	1 51	J. R. Byers	675	6	44 40
Battle Creek	9 0	212	188	131	1 83	Frank Jarvis	675	4	40 00
Baxter	9.0	179	161	189	70	S G. Richards	450	3	35 00
Bayard	9.0	201	160	128	1 48	I. M. Boggs	630	3	40 00
Beacon	9.0	460	361	235	91	J. P. McMurray	630	4	35 75
Belmond	9 0	424	341	258	1 48	Angus Macdonald	900	7	40 71
Birmingham	8.0	250	204	142	1 29	W. L Barrett	560	4	30 00
Blairstown	9.0	207	182	133	1 60	Charles Keyes	600	4	37 00
Blanchard	9.0	173	169	139	1 37	W. R. Andrews	585	3	37 50
Blockton	9.0	207	196	152	1 32	D. L. Chaney	855	3	36 67
Bonaparte	8.0	279	238	176	1 41	W. T. Dick	800	4	38 44
Brighton	8.0	300	240	198	1 16	S. T. Walker	560	5	32 10
Britt	9.0	501	441	331	1 35	A. M. Deyoe	1000	7	42 02
Brooklyn	9.0	495	382	307	1 58	J. S. Robinson	1000	8	47 00
Buffalo Center	8.0	265	215	145	1 17	A. A. Sifert.	405	4	30 00
Burt	9.0	163	144	120	1 54	F. Van Erdewyk	585	3	40 00
Calmar	9.5	421	286	206	1 03	H. L. Coffeen	750	4	33 75
Camanche	8.0	252	187	133	1 12	Bertha Muhs	440	3	31 67
*Capital Park	9.0	511	452	322	2 3[illegible]	J. A. Callison	1200	14	43 57
Carlisle	8.5	200	177	110	1 41	C. M. Stanley.	340	3	35 00
Carson	9.0	214	177	160	1 63	J. E. Cameron	675	4	45 00
Casey	9.0	189	159	116	1 72	W. P. Kenworthy	675	3	45 00
Center Point	9.0	221	187	135	1 48	C E. Tuttle	630	4	32 50
Central City	9.0	228	206	157	97	E. G. Clark.	540	3	31 67
Charter Oak	9.5	372	306	257	1 10	C. F. Garrett	808	5	40 00
Chelsea	9.0	157	140	70	1 80	A. C. Sayles	450	3	28 00
Churdan	8.0	167	156	110	1 34	S. T. Bell	520	3	30 83
Cincinnati	8.0	415	314	240	1 18	W. C. Kennedy	640	5	30 00
Clarence	9.0	205	174	150	1 65	J. H. Morgan.	1000	4	40 00
Clarion	9.0	517	408	308	1 23	S. T. May	900	7	40 00
Clarksville	9.0	314	216	153	1 73	G. H. Betts	900	4	38 00
Clearfield	9.0	244	273	196	1 32	H. S. Ash	675	5	37 00
Clermont	9.0	271	204	143	1 08	W. A. Lester	540	3	33 33
Coggon	9.0	140	148	108	1 28	G. W. Curtis	540	3	30 00
Coin	9.0	260	259	200	1 18	D. A. Knapp	675	5	32 50
Columbus City	8.0	154	153	124	1 32	J. A. Nickolaus	550	3	32 00
Columbus Junct.	9.0	364	345	268	1 64	D. R. Michener	1000	7	40 00
Coon Rapids	9.0	339	298	274	1 19	J. W. Kitch	720	6	40 80
Correctionville	9.0	476	279	265	1 55	J. H. O'Donoghue	1000	8	33 89

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* In city of Des Moines.

GRADED SCHOOLS—CONTINUED.

NAMES OF CITIES OR TOWNS.	Number months school.	Enumeration between 5 and 21 in 1897.	Enrolled in school in 1896-7.	Average attendance, 1896-7.	Average tuition per month for each scholar in av. attendance.	NAME OF SUPERINTENDENT OR PRINCIPAL, 1896-7.	Annual salary.	Number of other teachers.	Average salary per month of assistant teachers.
Corwith	9.0	204	194	135	$ 1 54	C. W. Thompson	$ 675	3	$ 45 00
Corydon	8.0	420	361	304	1 18	P. S. Dorland	1000	6	39 17
Cumberland	9.0	198	175	135	1 52	A. C. Peckham	630	3	45 00
Dallas Center	9.0	235	172	138	1 49	A. J. Oblinger	720	3	41 67
Danbury	9.0	431	265	173	2 01	J. F. Obermyer	675	8	33 00
Davis City	8.0	480	218	168	1 11	J M. Howell	520	4	30 50
Dayton	9.0	308	221	163	1 11	E. A. Rolfe	540	3	40 00
Deep River	8.0	186	180	130	1 53	W. J. Cattell	540	5	30 00
Defiance	9.0	140	156	105	1 82	A. Farnsworth	540	3	40 00
Delta	8.0	228	215	168	1 48	W. S. Athearn	600	5	35 00
De Soto	9.0	162	153	107	1 81	C W. Danks	585	3	36 67
De Witt	9.0	459	288	208	1 75	Margaret Buchanan	910	7	37 58
Dexter	9.5	250	300	220	1 83	W. H. Monroe	675	7	47 43
Doon	9.0	288	173	126	1 50	A. W. Grisell	675	3	41 11
Dow City	9.0	200	159	110	1 77	J. M. Canfield	675	3	40 00
Dows	9.0	283	233	146	1 91	A. P. Hargrave	675	5	40 00
Dunlap	8 0	762	434	295	2 14	F. G. Miller	1000	11	41 09
Dysart	9.0	303	264	235	1 38	H. O. Bateman	900	5	46 00
Edgewood	9.0	153	165	134	81	J. F. D. Meighen	495	3	30 00
Earlham	9.0	194	208	124	1 37	Daisie Connoran	450	3	40 00
Earlville	9.0	204	197	142	1 32	H. R. Wright	630	3	40 00
Early	9.0	212	194	142	1 32	C. H. Jump	630	3	40 00
Eddyville	8.0	390	321	267	1 04	F. S. Thompson	800	5	36 00
Elgin	9.0	241	183	164	98	E A Shiefelbeim	540	3	33 33
Elkader	9.0	411	257	191	1 81	J. E. Webb	1000	5	47 00
Elliott	9.0	188	170	141	1 23	Thos. McCulloch	630	3	40 00
Elma	9.0	315	304	236	94	J. D. Porter	675	6	32 50
Emerson	9.0	190	201	175	1 17	O. H. Marsh	720	3	41 67
Essex	9 0	216	227	151	1 55	W. I. Long	630	4	41 25
Exira	9 0	374	267	182	1 42	C. W. Johnson	792	5	36 00
Fairbank	9.0	230	115	85	1 87	J. E. Ede	540	3	34 16
Farmington	8.0	286	365	290	1 21	D. T. Sollenbarger	760	7	36 79
Farragut	9.0	181	184	165	1 45	F. H. Baldwin	675	4	41 25
Fayette	9.0	401	318	239	1 24	C. F. Geiser	810	6	38 33
Fonda	9.0	358	340	224	1 66	A. W. Davis	810	7	40 30
Fontanelle	9.0	336	247	176	2 12	O. C. Smith	720	5	40 00
Forest City	9.0	596	490	356	1 31	J. D. Stout	1000	9	39 70
Fraser	8.0	393	317	205	63	J. C. Harrington	320	3	30 00
Fremont	8.0	203	209	145	1 13	G. W. Hursey	480	3	35 00
Fremont City	9.0	204	232	160	1 46	J. S. Estes	675	4	40 00
Garden Grove	9.0	242	216	190	1 38	J. E. Vertz	810	4	35 00
Garner	9.0	382	376	269	1 52	J. F. Doderer	850	7	40 00
Garrison	8.6	229	210	143	1 49	J. E. Forsyth	540	3	33 85
Garwin	8.5	187	165	94	1 75	F. J. Becker	425	3	38 33
Gilman	9.0	156	145	110	1 86	S. C. Dickinson	630	3	45 00
Gilmore	9.0	238	205	136	1 27	B. J. Still	585	3	36 67
Gladbrook	9.0	338	285	227	1 37	C. F. Kuehne	900	5	42 20
Glidden	9.2	292	250	194	1 20	W. E. Atkinson	900	4	35 00
Goldfield	9.0	245	266	169	1 59	J. F. Bradshaw	675	5	39 00
Gowrie	9.0	220	205	135	1 33	A. L. Brown	675	3	35 00
Grand Junction	9.0	400	318	248	1 15	C. N. Brones	765	5	40 00
*Grant Park	9.0	310	221	134	1 15	G. A. Turner	500	3	35 00
Greene	9 0	387	357	276	1 33	J. P. Huggett	765	8	40 00
Greenfield	9.0	468	472	362	1 62	F. E. Palmer	1000	10	38 88
Griswold	9.0	299	284	226	1 27	L. B Stewart	810	5	41 00
Grundy Center	9 0	442	410	308	1 36	J. P. Dodds	1000	8	39 00
Guthrie Center	8.0	460	352	293	1 23	S. P. Wylie	720	7	36 07
Guttenberg	10 0	620	233	190	1 52	James Lawrey	800	5	42 00
Hartley	9.0	328	267	217	1 29	E. W. Richards	675	5	40 88
Hawkeye	10.0	180	124	95	1 55	J. R. Gardner	450	3	35 00
Hedrick	9.0	335	294	190	1 53	W. O. Mullen	810	5	36 10
Hiteman	8.0	626	407	244	94	E. C Miller	400	5	36 00
Holstein	9.0	299	223	185	1 62	H. H. Schroeder	810	5	42 00
Hopkinton	9.0	270	170	143	1 46	C. R. Scroggie	810	3	40 00
Hubbard	9.0	304	290	171	1 78	George Mathes	630	6	37 04
Hull	10.0	286	231	170	1 85	D. M. Odle	900	5	45 00
Humboldt	9.0	369	350	280	1 39	C. Messer	810	7	42 50
Humeston	8.0	337	257	193	1 29	G. A. Axline	640	5	34 00

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*Postoffice, Des Moines.

GRADED SCHOOLS—CONTINUED.

NAMES OF CITIES OR TOWNS.	Number months school.	Enumeration between 5 and 21 in 1897.	Enrolled in school in 1896-7.	Average attendance, 1896-7.	Average tuition per month for each scholar in av. attendance.	NAME OF SUPERINTENDENT OR PRINCIPAL, 1896-7.	Annual salary.	Number of other teachers.	Average salary per month of assistant teachers.
Incline	8.0	328	210	164	$ 93	R. V. Vineman	$ 480	3	$ 30 83
Ireton	9.0	211	194	159	1 66	J. N. Stahl	720	4	46 25
Jesup	9.0	180	197	129	1 22	C. J. Burrel	675	3	32 50
Jewell	9.0	260	207	160	1 10	L. N. Garber	630	3	35 50
Kellerton	8.5	233	228	140	1 21	J. D. Cherryholmes	540	3	35 61
Kellogg	8.0	198	190	155	1 85	H. D. Miller	450	5	38 00
Keosauqua	8 0	433	348	278	1 38	F. E. Buck	1000	7	40 70
Keota	8.5	291	264	218	1 36	W. L McKee	680	6	36 00
Keswick	9.0	147	139	100	1 54	R. E. Nourse	540	3	31 33
Kingsley	9.0	291	242	220	1 43	E. Richards	630	6	45 83
Kirkville	8.0	164	144	112	1 38	J. F. Croft	400	3	35 00
Lake Mills	9.0	446	372	264	1 19	S. A. Emery	810	5	37 50
Lake Park	9.0	190	156	102	1 83	H. H. Savage	600	3	40 00
Lake View	9.0	181	167	112	1 26	J M. Holladay	630	3	35 00
Lamoni	9.0	538	505	320	1 35	D. F. Lambert	450	10	38 20
Lamont	10.0	191	169	122	1 20	P. C. Arildson	540	3	35 00
La Porte City	9.0	552	374	482	83	H. B. Lizer	900	7	42 86
Laurens	9.0	231	236	151	1 55	C. C. Hodges	675	5	42 50
Le Claire	9.0	228	188	141	1 45	C. W. Bartine	720	3	41 67
Lehigh	8.0	422	305	274	70	C. H. Hall	400	4	35 00
Lenox	9.0	505	360	310	1 25	W. B. Moffett	900	7	42 15
Lewis	9.0	270	243	165	1 69	F. H. Beedle	630	5	40 00
Lime Springs	9 0	242	235	170	1 53	J. E. Stout	765	5	35 00
Lineville	8.0	296	224	176	1 45	S. L. Tipton	800	4	40 00
Liscomb	8.0	140	135	118	1 43	W. O. Reed	520	3	35 00
Lisbon	9.0	303	250	212	1 18	J. R. Jamison	630	5	36 00
Little Sioux	8.0	185	147	97	1 75	G. W. Guyton	520	3	35 00
Livermore	9.0	243	228	140	1 67	W. H. Blakely	585	4	42 50
Logan	9.0	421	413	309	1 62	J. M. Rapp,	990	9	44 00
Lone Tree	9.0	192	182	142	1 36	S. J Boller	600	4	33 33
Lohrville	9.0	172	170	134	1 41	J. B. Green	675	3	40 00
Lorimor	8.0	192	146	108	1 37	J. W. Boyle	540	3	35 00
Lucas	9.0	347	240	182	1 01	E. S. Wells	585	4	30 00
Lynnville	8.0	163	155	128	1 40	E. C. Meredith	640	3	33 33
Macedonia	9 0	161	124	94	1 75	J. W. W. Laird	540	3	33 33
Madrid	8.0	312	257	174	1 13	S. A. Darland	600	3	45 00
Malcom	9.0	172	126	102	1 94	Otis Randall	585	3	35 00
Malvern	9 0	375	374	263	1 45	W. E Kline	675	7	43 57
Manilla	9.0	330	299	224	1 18	A. J. Jones	675	5	36 00
Manning	9.0	441	372	284	1 29	L. J. Neff	720	7	41 43
Manson	9.0	449	375	246	1 79	D. K. Bond	1000	9	40 00
Mapleton	9.0	344	301	201	1 71	H. H. Hahn	900	6	40 83
Marathon	9.0	159	189	131	1 52	F. M. Allen	810	3	40 00
Marble Rock	9 0	275	228	165	1 32	R. G. Anderson	700	4	35 00
Marcus	9 0	282	190	141	1 67	Robt. Minkle	630	4	38 00
Marne	9 0	194	181	148	1 21	A. J. Burton	540	3	40 00
Massena	9.0	186	175	145	1 10	C. H. Laartz	450	3	36 67
Maxwell	9.0	307	270	195	1 11	H. S. Stewart	495	4	40 34
Maynard	8 5	198	167	116	1 37	Wm. Real	425	3	36 67
McGregor	10.0	443	382	277	2 15	F. N. Williams	1200	9	53 11
Mechanicsville	9.0	196	164	130	1 83	C. McCracken	720	4	40 00
Mediapolis	9.0	208	198	164	1 50	A. L. Thorburn	600	5	35 80
Menlo	9.0	167	134	107	1 90	L. M. Martin	720	3	40 00
Milford	9.0	207	152	96	1 75	F. C. Woods	600	3	36 50
Milo	8 0	220	195	168	1 02	E. W. Beard	500	3	37 50
Milton	8 0	315	296	223	1 07	B. W. Hoadley	720	5	30 00
Mitchell	9.0	168	130	92	1 79	A. L. Steidl	585	3	35 00
Mitchellville	9 0	199	202	140	1 47	R. C. McConnell	675	4	35 00
Monona	9.0	195	161	112	1 76	Henry Wise	675	3	40 00
Monroe	8 0	348	306	225	1 51	J. M. Witmer	600	7	38 21
Montezuma	9.0	494	343	326	1 36	Bruce Francis	1000	8	41 85
Montour	9.0	202	152	132	1 37	R. A. Kletzing	675	3	35 00
Montrose	8.0	252	200	150	1 23	E. F. Bertram	600	4	28 90
Morning Sun	9 0	392	309	236	1 44	A. M. M. Dornon	900	6	40 00
Moulton	8 0	385	332	260	1 23	F. E King	1000	5	40 50
Mount Ayr	9.0	534	490	398	1 25	C. O Carter	800	10	41 00
Mount Vernon	9.0	371	267	210	1 35	W. H. Bowser	675	6	40 00
Moville	9.0	155	145	89	2 13	C. E Hanchett	630	3	40 00
Murray	8.0	263	215	167	1 39	H. L. Sams	800	4	36 25

GRADED SCHOOLS—CONTINUED.

NAMES OF CITIES OR TOWNS.	Number months school.	Enumeration between 5 and 21 in 1897.	Enrolled in school in 1896-7.	Average attendance. 1896-7.	Average tuition per month for each scholar in av attendance.	NAME OF SUPERINTENDENT OR PRINCIPAL, 1896-7.	Annual salary.	Number of other teachers.	Average salary per month of assistant teachers.
Nashua	9.0	401	371	291	$ 1 32	E. Ward	$ 900	7	$ 40 71
Neola	9.0	341	164	156	1 76	O. J. McManus	720	5	40 00
New Albin	8.0	195	155	116	1 07	H. G. May	480	3	23 33
Newell	9.0	248	222	149	1 85	C. K. Dukes	855	5	37 00
New London	9.0	277	238	184	1 08	S. B. Stonerook	675	4	30 00
New Market	9.0	253	225	157	1 11	M. L. Carrigan	405	3	33 33
New Sharon	9.0	402	391	290	1 22	C. W. Hackler	675	7	37 87
Nora Springs	9.0	323	274	204	1 37	G. W. Randlett	720	5	40 00
North English	9.0	292	242	177	1 22	C. E. Fleming	675	5	33 00
North McGregor	9.0	229	174	128	1 40	A. J Miller	585	3	40 00
Northwood	9.5	452	370	294	1 23	E. W. G. Vogenitz	665	8	36 50
*Oakdale	9.0	525	473	366	1 65	J. W. Hayman	900	12	41 00
Oakland	9.0	324	308	221	1 49	W. B Buckley	765	6	39 89
*Oak Park	9.0	341	293	220	1 50	Z. C. Thornburg	720	7	38 21
Odebolt	9.0	419	375	251	1 61	Chas. Henry	855	7	42 85
Ogden	9.0	324	260	199	1 17	Clara E. Thompson	675	4	38 00
Olin	9.0	247	212	151	1 49	M. F. Moine	720	4	35 00
Orange City	10.0	728	556	409	1 25	D. W. Gross	1100	12	34 33
Ossian	10.0	322	175	143	1 02	J. H. Dobbyn	600	3	30 00
Oxford	9.0	195	172	134	1 51	Eugene Henely	738	3	40 00
Oxford Junction	9.0	305	255	196	1 29	D. R. Perkins	585	5	36 50
Pacific Junction	9.0	260	206	141	1 65	A. E. Day	650	4	40 00
Panora	9.0	360	315	272	1 03	E. F. Green	675	5	41 00
Parkersburg	9.5	366	307	226	1 62	W. F. Barr	900	7	40 00
Paullina	9.0	248	218	157	1 81	G. G. Washburn	765	4	40 00
Peterson	9.0	177	160	118	1 39	W. E Parker	540	3	35 00
Pleasantville	8.0	280	258	189	1 00	P. B. Woods	520	5	29 00
Pomeroy	9.0	378	278	186	1 64	J. T. Fackler	765	5	42 00
Postville	9.0	427	248	206	1 38	T. V. Hunt	765	5	41 00
Prairie City	8.5	300	242	224	1 33	J. M. Martindale	680	5	44 00
Prescott	9.0	208	204	185	90	Grant Riggle	450	3	34 50
Preston	9.0	220	170	145	1 34	Grant Farley	675	3	38 33
Primghar	9.0	327	261	218	1 58	J. J. Billingsley	900	5	40 00
Radcliffe	9.0	188	202	153	1 27	H. Benbow	675	3	40 00
Randolph	9.0	189	179	139	1 25	B. M. Taylor	630	3	37 50
Redfield	8.0	222	215	187	1 31	J. W. Robey	675	4	42 50
Reinbeck	9.0	502	352	277	1 33	J. L. Mishler	810	7	40 56
Rhodes	9.0	169	155	111	1 66	Grant Flora	585	3	40 00
Riceville	9.0	363	286	225	1 27	H. E. Blackmar	810	6	31 67
Richland	9.0	191	175	160	1 03	S. W. Rowley	480	3	35 00
Riverton	8.5	244	248	161	98	W. E. Myers	595	3	37 13
Riverside	9.0	244	153	115	1 53	L. A Wescott	630	3	35 00
Rockford	9.0	396	258	287	1 33	L. B. Moffett	900	7	41 18
Rock Valley	9.0	368	292	210	1 35	W. E. Collins	675	5	41 67
Rockwell	9.0	256	251	202	1 08	Sue E Treston	540	4	42 00
Rockwell City	9.0	316	583	256	1 38	P. C. Holdoegel	1000	5	50 95
Roland	7.5	179	171	128	1 31	I. J. Scott	375	3	40 00
Rolfe	9.0	303	297	199	1 43	A. T. Rutledge	720	5	41 00
Russell	8.0	196	172	124	1 33	W. H. Tedrow	480	3	35 00
Ruthven	9.0	318	237	226	1 03	J. C. Bennett	585	5	35 00
Sabula	9.0	282	243	183	1 27	W. E. Fleming	810	4	37 50
Salem	8.5	175	151	113	1 40	J. A. Rice	553	3	30 00
Sanborn	9.0	493	418	333	1 62	R. B. Daniel	1200	9	46 35
Schaller	9.0	200	159	146	1 34	H. C. Coe	675	3	40 00
Scranton	9.0	308	282	205	1 11	W. H. Meek	720	4	36 25
Sergeant's Bluff	9.0	234	192	145	1 49	J. F. Burgess	630	4	36 25
Shannon City	8.0	186	166	124	1 05	J. L. Mullin	360	3	28 33
Sheffield	9.0	215	196	119	1 51	L. L. Thompson	585	3	37 44
Shelby	9.0	285	256	211	1 61	C. S. Cobb	810	5	50 00
Shell Rock	9.0	250	188	147	1 77	C. E. Buckley	675	6	36 96
Shellsburg	9.0	168	178	144	1 28	C. F. Severance	630	3	38 33
Sibley	9.0	424	378	207	2 30	B. T. Green	1000	8	45 63
Sidney	9.0	384	395	277	1 43	H. E. Wheeler	1000	7	40 00
Sioux Center	9.0	245	203	161	1 49	L. H. Andrews	630	4	42 50
Sioux Rapids	8.5	326	320	224	1 20	T. B. Morris	723	5	37 00
Sloan	9.0	282	242	223	1 05	W. N. Orris	630	4	40 00
Spirit Lake	9.0	380	326	223	1 49	W. T. Davidson	900	6	40 00
Springdale	9.0	121	142	101	2 08	J. M. Davis	900	3	35 00
Springville	9.0	197	198	165	1 81	S. S. Milligan	1000	5	37 67

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*Postoffice, Des Moines

GRADED SCHOOLS—CONTINUED.

NAMES OF CITIES OR TOWNS.	Number months school.	Enumeration between 5 and 21 in 1897.	Enrolled in school in 1896-7.	Average attendance, 1896-7.	Average tuition per month for each scholar in av. attendance.	NAME OF SUPERINTENDENT OR PRINCIPAL, 1896-7.	Annual salary.	Number of other teachers.	Average salary per month of assistant teachers.
St. Ansgar	8.0	260	217	153	1 40	J. E. Vance	560	4	36 25
St. Charles	8.0	205	167	122	1 12	L. J. Little	480	3	26 67
Stanton	8.0	286	198	144	1 33	F. E. Gunn	520	3	41 83
Stanwood	9.0	158	135	109	1 63	A. Wilson	550	3	39 33
State Center	9 0	373	285	231	1 64	Lucy Curtis	1000	7	45 00
Steamboat Rock	8.5	171	159	85	1 78	Hattie Garrison	585	3	35 00
Story City	9.0	373	220	158	1 40	F. W. Shultis	583	4	40 00
Strawberry Point	9.0	305	265	219	1 18	F. H. Slagle	675	5	38 00
Sutherland	9 5	308	240	167	1 44	M. P. Fobes	760	4	40 00
Sumner	9.0	507	430	300	1 09	J. W. Dickman	800	7	30 55
Swan	8.0	217	168	107	1 26	H. J. van Gorder	360	3	30 00
Tabor	9.0	342	233	186	1 23	Miss A. L. Blakely	630	5	46 00
Tingley	9 0	195	170	130	1 31	F. E. Ball	630	3	36 67
Traer	9.0	425	368	319	1 22	O. M. Elliott	1000	7	42 14
Union	9.0	245	191	162	1 60	A. J. Cavana	675	4	40 00
Ute	9 0	165	101	95	1 63	A. A. Lambert	450	3	35 00
Vail	9.0	117	110	76	3 18	Z. T. Hawk	800	3	35 00
Valley Junction	9.0	383	274	198	1 38	George Galloway	765	5	39 00
Van Meter	9.0	184	136	99	1 78	D. S. Thompson	540	3	37 50
Van Horne	9 0	183	151	108	1 62	John McCarty	585	3	36 67
Victor	9.0	239	255	195	1 41	W. H. Whitford	675	5	39 00
Volga City	9.0	161	151	120	1 21	E. M. Pardee	450	3	30 00
Walker	9 0	229	170	118	1 48	R. F. Skiff	675	3	35 00
Wall Lake	9.0	207	185	143	1 36	Nina Marshall	675	3	40 00
Walnut	9.0	316	294	229	1 69	M. E. Crosier	1125	6	42 91
Wapello	8.9	412	349	251	1 32	J. W. Cradler	720	6	40 00
Washta	9.0	161	155	115	1 76	William Durant	630	4	33 47
Waucoma	9.0	222	196	140	1 20	F. E. Finch	585	3	35 00
Wellman	9.0	177	172	123	1 42	Daniel Swindler	630	3	35 00
Wesley	9.0	251	154	121	1 69	W. H. Browne	720	3	41 60
West Bend	9.0	265	178	137	1 36	R. H. Case	540	3	35 00
West Branch	8.0	248	205	185	1 51	C. H. Atkinson	900	5	35 00
West Burlington	10.0	461	273	223	87	Annie S. Hogan	500	4	39 00
West Liberty	9.0	424	405	306	1 87	L. T. Hill	1000	9	44 50
West Side	9 0	183	173	125	1 88	B. G. Hess	675	4	40 00
Wheatland	9.0	239	166	147	1 25	J. J. Moser	630	3	36 67
Whiting	9.0	317	167	144	1 59	G. L. Weaver	675	4	38 00
Whittemore	9.0	185	157	127	1 40	L. C. Bowers	540	3	40 00
Williams	9.0	189	166	128	1 38	G. W. Green	630	3	41 00
Williamsburg	9 0	341	369	267	1 99	A. T. Hukill	1200	7	45 00
Wilton	9.0	426	354	248	1 69	P. A. McMillen	760	7	42 79
Winfield	8.0	227	198	153	1 68	H. W. Baker	560	4	38 75
Winthrop	9.0	183	192	135	1 21	W. H. Hoover	585	3	35 00
Woodbine	9 5	389	565	356	1 30	M. A. Reed	700	7	55 57
Wyoming	9.0	259	235	165	1 75	L. Buchanan	810	5	41 00

HIGH SCHOOL STATISTICS.

FROM CITIES AND TOWNS OF OVER 1,000 BY THE CENSUS OF 1895.

NAME OF SCHOOL.	1896–1897.						1897–1898.						Years in course.	Years in Latin.	PRINCIPAL.
	ATTENDANCE.			GRADUATED.			ATTENDANCE.			IN GRADUATING CLASS.					
	Boys.	Girls	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.			
Ackley	19	19	38	3	6	9	19	18	37	8	3	11	4	4	O. W. Maxwell.
Adel	44	46	90	5	5	10	45	60	105	8	4	12	4	3	C. R. Aurner.
Afton	12	50	62	...	11	11	19	30	49	1	4	5	4	3	J. B. Morris.
Albia	54	77	131	6	9	15	67	79	146	8	14	22	4	4	H. C. Hollingsworth.
Algona	21	36	57	6	9	15	28	37	65	...	...	...	4	4	Minnie J. Coate.
Ames	44	59	103	2	6	8	49	57	106	3	14	17	3½	2	E. D. Y. Culbertson.
Anamosa	52	50	102	6	9	15	43	60	103	12	9	21	4	4	A. Palmer.
Anita	17	35	52	..	2	2	15	46	61	3	5	8	4	3	F. B. Lawrence.
Atlantic	70	90	160	8	7	15	70	115	185	13	16	29	4	4	C. M. Cole.
Audubon	31	27	58	4	10	14	33	47	80	7	4	11	3	3	F. P. Hocker.
Avoca	28	34	62	4	6	10	35	44	79	5	12	17	3	3	J. Peasley.
Bedford	50	60	110	4	4	8	40	66	106	5	14	19	4	4	G. W. Fisher.
Belle Plaine	46	75	121	8	19	27	56	76	132	4	13	17	4	2	S. B. Montgomery.
Bellevue	167	169	336	1	5	6	134	144	278	2	10	12	3	3	A. P. Heald.
Belmond	32	50	82	4	5	9	30	46	76	6	11	17	4	3	Angus Macdonald.
Bloomfield	16	39	55	4	4	8	27	49	76	4	7	11	4	2	Will Fortune.
Boone	62	100	162	6	14	20	74	111	185	13	14	27	4	4	Sara F. Rice.
Britt	36	43	79	1	2	3	36	44	80	5	7	12	4	2	A. M. Deyoe.
Brooklyn	42	40	82	9	5	14	38	36	74	4	4	8	4	3½	F. S. Robinson.
Burlington	125	201	326	5	21	26	150	197	347	16	23	39	4	4	E. Poppe.
Calmar	18	22	40	7	5	12	20	23	43	5	9	14	2	..	F. C. Clark.
Capital Park*	35	40	75	...	...	...	32	47	79	2	4	6	4	3	J. A. Callison.
Carroll	47	59	106	7	3	10	40	58	98	8	7	15	4	4	C. E. Blodgett.
Cascade†	...	...	...	...	...	...	...	...	...	...	...	...	..	..	Mrs. Nettie Dennison.
Cedar Falls	49	71	120	12	17	29	59	74	133	13	21	34	4	4	Grace I. Norton.
Cedar Rapids	217	287	504	21	24	45	187	238	425	31	43	74	4	4	Abbie S. Abbott.
Centerville	53	84	137	7	5	12	61	75	136	4	12	16	4	4	Alice Bradrick.
Chariton	61	105	166	16	21	37	43	107	150	9	22	31	4	3	Elizabeth Wadsworth.
Charles City	80	128	208	14	21	35	72	116	188	15	27	42	4	3	J. I. Martin.
Cherokee	57	106	163	9	12	21	62	103	165	3	9	12	4	4	R. M. Arey.
Cincinnati	41	48	89	..	8	8	39	45	84	1	5	6	4	2	L. C. Mahannah.
Clarinda	69	94	163	6	14	20	56	79	135	2	3	5	4	4	E. W. Martin.
Clarion	37	61	98	1	10	11	35	50	85	6	13	19	4	3	S. T. May.
Clear Lake	33	43	76	7	12	19	28	40	68	4	8	12	3	3	D. H. Campbell.
Clinton	103	139	242	21	3	24	99	146	245	12	17	29	4	5	E. L. Mason.
Colfax	32	46	78	...	5	5	29	52	81	1	6	7	4	2	D. W. Kelly.
Columbus Junct.	47	43	90	5	5	10	165	174	339	9	10	19	12	3	D. R. Michener.
Coon Rapids	36	40	76	...	7	7	36	52	88	11	7	18	4	2	J. W. Kitch.
Corning	19	24	43	3	...	3	35	50	85	4	6	10	4	4	Linna Hart.
Corydon	24	61	85	1	6	7	27	62	89	2	8	10	4	3	Charles Carter.
Council Bluffs	187	240	427	23	38	61	161	204	365	12	15	27	4	4	H. B. Hayden.
Cresco	18	61	79	4	15	19	25	53	78	5	18	23	3	..	L. E. A. Ling.
Creston	78	156	234	17	21	38	76	169	245	7	15	22	4	4	T. R. Amlie.
Davenport	177	213	390	26	26	52	156	225	381	34	38	72	4	4	H. H. Roberts.
Decorah	19	45	64	3	3	6	26	52	78	2	6	8	4	4	E. A. Parks.
Denison	27	38	65	5	5	10	32	60	92	5	11	16	3	1	G. F. Lee.
De Witt	25	16	41	7	5	12	19	25	44	8	4	12	3	3	Margaret Buchanan.
Dubuque	191	243	434	24	31	55	172	222	394	42	44	86	4	4	F. L. Smart.
Dunlap	20	36	56	1	4	5	13	28	41	2	3	5	4	3	F. G. Miller.
Dyersville†	...	...	...	...	...	...	...	...	...	...	...	...	..	..	J. W. Malvin.
Eagle Grove	30	49	79	4	11	15	33	72	105	3	8	11	4	3	Percival Hunt.
E. Des Moines	101	200	301	3	24	27	125	183	308	9	31	40	4	3½	E. H. White.
E. Waterloo	71	108	179	12	19	31	115	85	200	9	17	26	4	4	Lydia Hinman.
Eldon	17	48	65	6	3	9	22	49	71	4	10	14	4	4	E. C. Mills.
Eldora	30	51	81	3	9	12	33	55	88	4	5	9	4	4	Ethel Fairlamb.
Emmetsburg	50	47	97	10	4	14	50	57	107	5	5	10	4	4	A. M. Bean.
Estherville	35	42	77	10	9	19	35	45	80	4	6	10	4	3	C. C. Stover.
Fairfield	59	96	155	13	17	30	50	92	142	4	26	30	4	3	S. A. Power.

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* In the city of Des Moines. † No high school.

HIGH SCHOOL STATISTICS—CONTINUED.

NAME OF SCHOOL.	1896-1897.						1897-1898.						Years in course.	Years in Latin.	PRINCIPAL.
	ATTENDANCE.			GRADUATED.			ATTENDANCE.			IN GRADUATING CLASS.					
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls	Total.	Boys.	Girls.	Total.			
Farmington	191	174	365	5	1	6	178	173	351	6	5	11	3	2	D. T. Sollenbarger.
Fayette	153	167	320	5	4	9	142	151	293	2	7	9	3	..	F. E. Finch.
Forest City	23	31	54	4	3	7	24	33	57	4	..	4	4	2	J. D. Stout.
Fort Dodge	57	73	130	7	11	18	54	79	133	7	9	16	4	4	Mary L. Huffman.
Fort Madison	20	51	71	...	...	...	37	54	91	4	3	7	4	4	B. J. Barr.
Garner	11	25	36	3	3	6	9	22	31	1	.	1	4	3	J. F. Doderer.
Glenwood	28	43	71	3	9	12	23	42	65	5	4	9	4	4	J. L Laird.
Grand Junction	25	29	54	4	8	12	24	24	48	5	5	10	3	..	A. J. Oblinger.
Greene	35	53	88	7	6	13	51	23	74	5	7	12	4	3	J. P. Huggett.
Greenfield	30	40	70	5	7	12	27	35	62	...	...	...	4	3	F. E. Palmer.
Grinnell	77	111	188	20	17	37	58	115	173	6	23	29	4	4	Elizabeth Wilson.
Grundy Center	34	34	68	7	4	11	23	42	65	6	13	19	3	1	J. E. Stout.
Guthrie Center	15	20	35	...	6	6	23	24	47	5	3	8	4	3	Adam Pickett.
Guttenberg	8	13	21	3	4	7	10	18	28	3	5	8	3	..	C. J. Adam.
Hamburg	37	50	87	4	7	11	38	48	86	2	5	7	4	3	J. C. King
Hampton	57	66	123	6	14	20	59	60	119	8	10	18	4	4	Lenna Prater.
Harlan	56	79	135	9	7	16	57	79	186	5	18	23	4	4	E. S. White.
Hawarden	44	56	100	4	6	10	31	54	85	...	...	...	3	3	C. H. Brake.
Hedrick	55	61	116	6	5	11	32	41	73	4	6	10	3	2	W. O. Mullin.
Humboldt	18	39	57	3	6	9	27	43	70	9	4	13	4	1	Clarence Messer.
Ida Grove	34	48	82	3	4	7	38	42	80	4	5	9	4	3	T. B Hutton.
Independence	56	88	144	10	10	20	45	82	127	6	11	17	4	4	Clara M. Travis.
Indianola	54	63	117	10	5	15	58	69	127	13	13	26	3	3	W. B. Read.
Iowa City	98	122	220	12	14	26	87	108	195	11	17	28	4	4	F. C. Ensign
Iowa Falls	30	52	82	...	5	5	34	59	93	4	8	12	4	4	Mrs. A. L. Burdick.
Jefferson	34	63	97	2	11	13	52	97	149	8	8	16	4	4	L B. Carlisle.
Keokuk	82	156	238	13	41	54	75	149	224	9	30	39	4	4	G E. Marshall.
Keosauqua	42	50	92	7	5	12	35	45	80	7	13	20	4	2	F. E. Buck.
Knoxville	40	92	132	6	12	18	38	91	129	8	22	30	3	3½	R. W. Pratt.
Lake City	28	30	58	4	10	14	29	30	59	10	10	20	3	1½	H. Olerich.
Lamoni	35	51	86	3	7	10	34	48	82	7	2	9	4	3	G. N. Briggs.
Lansing	38	24	62	8	7	15	37	27	64	19	9	28	3	..	J B. Knoepfler.
La Porte City	17	32	49	3	6	9	16	26	42	3	5	8	3	..	H. B. Lizer.
Le Mars	...	...	...	5	7	12	85	90	175	9	11	20	4	4	E. N. Coleman.
Leon	46	71	117	7	14	21	39	65	104	8	21	29	4	3	S. L. Darrah.
Logan	32	47	79	3	7	10	29	45	74	3	4	7	3	3	J. M. Rapp.
Lyons	...	...	...	..	...	...	27	66	93	6	16	22	3	3	J. R. Bowman.
McGregor	167	180	347	2	6	8	165	178	343	1	3	4	4	4	F N. Williams.
Malvern	31	37	68	6	4	10	29	48	77	3	6	9	4	2½	W. E. Kline.
Manchester	67	76	143	4	7	11	61	68	129	9	13	22	4	4	A. E. Rigby.
Manning	17	24	41	...	...	...	27	29	56	1	5	6	4	..	W. H. Reever.
Manson	55	44	99	6	6	12	42	45	87	8	8	16	4	1	D. K. Bond.
Mapleton	16	18	34	6	1	7	14	29	43	4	2	6	3	3	H. H. Hahn.
Maquoketa	51	70	121	4	6	10	49	74	123	5	8	13	4	4	C. C. Dudley.
Marengo	44	45	89	5	5	10	47	47	94	6	6	12	4	4	C. H Carson.
Marion	89	105	194	13	23	36	95	121	216	15	17	32	4	4	Lizzie R. Marshall.
Marshalltown	89	182	271	12	32	44	80	171	251	18	34	52	4	4	C. C. Carstens.
Mason City	101	115	216	9	9	18	100	124	224	10	10	20	4	3	A. R. Sale.
Missouri Valley	42	69	111	...	...	...	33	69	102	2	5	7	4	4	Emma C. De Groff.
Montezuma	168	177	345	5	9	14	170	173	343	6	11	17	4	3	Bruce Francis.
Monticello	29	55	84	5	9	14	32	63	95	6	12	18	..	..	C. R Scroggie.
Moulton	44	54	98	4	6	10	33	42	75	6	4	10	4	2	E. B. Rossiter.
Mt. Ayr	50	48	98	5	9	14	45	45	90	14	3	17	4	3	C. O. Carter.
Mt. Pleasant	40	47	87	7	10	17	41	62	103	7	11	18	3	3	Lida A. Pittman.
Mt. Vernon	42	33	75	13	7	20	31	41	72	11	12	23	3	2	W. H. Bowser.
Muscatine	89	111	200	11	20	31	70	94	164	7	14	21	4	4	E. F. Schall.
Mystic	15	19	34	...	...	...	15	21	36	...	...	...	4	1	J. H. Grove.
Nashua	34	47	81	5	5	10	35	48	83	9	9	18	4	3	C. J. Trumbauer.
Nevada	30	35	65	8	14	22	37	49	86	5	12	17	4	3	May M. Boynton.
New Hampton	36	63	99	6	8	14	41	63	104	4	5	9	4	4	Mame Gilchrist.
New Sharon	31	46	77	3	5	8	23	32	55	...	9	9	4	3	J. W. Graham.
Newton	25	74	99	5	13	18	42	52	94	9	8	17	4	4	E. J. H. Beard.
Nora Springs	9	13	22	1	4	5	20	18	38	8	9	17	2	..	J. H. Stuckrath.
North Des Moines	63	83	146	4	3	7	53	92	145	5	13	18	4	4	W. N. Clifford.
Northwood	27	37	64	7	11	18	20	41	61	8	11	19	3	3	E. W. G. Vogenitz.
Oakdale*	21	40	61	1	4	5	20	21	41	3	9	12	2	2	M. Elizabeth Willcox.
Oak Park*	10	25	35	...	1	1	21	23	44	4	9	13	3	3	Z. C. Thornburg.
Odebolt	35	46	81	3	9	12	28	38	66	3	7	10	4	2	Charles Henry.
Oelwein	25	56	81	3	10	13	20	41	61	...	...	...	4	3	L. B. Moffett.

*In the city of Des Moines.

HIGH SCHOOL STATISTICS—CONTINUED.

NAME OF SCHOOL.	1896-1897.						1897-1898.						Years in course.	Years in Latin.	PRINCIPAL.
	ATTENDANCE			GRADUATED.			ATTENDANCE.			IN GRADUATING CLASS.					
	Boys.	Girls	Total.	Boys.	Girls	Total.	Boys	Girls.	Total.	Boys.	Girls.	Total.			
Onawa	50	75	125	5	8	13	40	65	105	5	9	14	4	3	W. C. Cobb.
Orange City	15	18	33	2	5	7	16	18	34	...	. .	...	4	3½	Gordina Shoup.
Osage	65	95	160	9	17	26	58	94	152	7	14	21	4	4	Sadie M. Bold.
Osceola	61	81	142	6	11	17	58	94	152	11	16	27	4	3	Viola M. Ward.
Oskaloosa	88	154	242	13	21	34	86	172	258	12	38	50	4	3	O. E. Dixon.
Ottumwa	65	157	222	5	15	20	74	165	239	7	20	27	4	4	Gwen Griffiths.
Pella	26	37	63	3	5	8	27	37	64	3	12	15	4	..	Carrie Edmand.
Perry	43	82	125	1	12	13	46	90	136	8	14	22	4	4	Florence A. Zerwekh.
Red Oak	74	115	189	6	11	17	64	114	178	5	20	25	4	4	I. S. Condit.
Reinbeck	60	55	115	4	3	7	57	50	107	6	6	12	4	3	J. L. Mishler.
Rockford	25	40	65	1	6	7	26	44	70	4	10	14	4	3	J. C. Sanders.
Rock Rapids	22	50	72	4	8	12	33	53	86	4	9	13	4	4	Ida Fesenbeck.
Sac City	23	31	54	6	6	12	20	37	57	2	6	8	3	1	J. N. Hamilton.
Sanborn	22	43	65	1	3	4	13	27	40	2	...	2	4	4	Esma B. Galt.
Seymour	..	...	..	..	...	...	12	25	37	...	2	2	3	..	F. B. Taylor.
Sheldon	39	57	96	4	2	6	45	74	119	9	9	18	4	4	Nellie Jones.
Shenandoah	43	50	93	3	4	7	51	64	115	6	5	11	4	4	Lizzie Marley.
Sibley	21	36	57	...	3	3	16	40	56	1	2	3	4	3	B. T. Green.
Sigourney	45	51	96	6	9	15	43	52	95	7	4	11	4	4	Nellie Johnson.
Sioux City	196	282	478	12	35	47	172	222	394	10	27	37	4	4	W. H. Turnbull.
Spencer	24	51	75	5	9	14	36	79	115	2	9	11	4	4	F. E Trigg.
Spirit Lake	20	27	47	5	7	12	18	31	49	3	1	4	3	..	W. T. Davidson.
Storm Lake	63	72	135	5	10	15	53	63	116	5	9	14	4	4	Clara R Bamber.
Stuart	50	80	130	7	12	19	40	81	121	6	13	19	4	4	G W. Bryan.
Sumner	18	30	48	6	3	9	8	26	34	3	9	12	2	1	J. W. Dickman.
Tama	21	33	54	4	9	13	20	42	62	5	12	17	3	3	H. J. Ferguson.
Tipton	47	66	113	9	9	18	32	67	99	9	16	25	4	3	W. L. Etter.
Toledo	42	71	113	8	12	20	52	78	130	15	19	34	3	3	C. J. Cooper.
Traer	60	50	110	11	12	23	47	59	106	6	9	15	4	4	O. M. Elliott.
Villisca	73	88	161	5	12	17	74	80	154	16	10	26	4	4	Theresa E. Peet.
Vinton	45	70	115	6	10	16	39	80	119	6	6	12	4	4	Kate Cunningham.
Wapello	23	31	54	1	7	8	21	26	47	3	7	10	3	3	J. W. Cradler.
Washington	63	100	163	4	9	13	66	106	172	10	17	27	4	3	Clara A. Boss.
Waukon	22	29	51	3	4	7	34	53	87	3	6	9	4	3	E. L. Coffeen.
Waverly	42	78	120	3	8	11	28	57	85	1	10	11	4	4	E. E. Blanchard.
Webster City	71	117	188	5	11	16	72	120	192	4	18	22	4	4	Laura Seals.
West Des Moines.	200	302	502	17	38	55	203	302	505	20	34	54	4	4	W O. Riddell.
West Liberty	43	49	92	7	12	19	60	69	129	16	11	27	4	3	Mary L. Phelps.
West Union	20	29	49	3	8	11	21	33	54	7	7	14	3	3	G. E. Finch.
West Waterloo	45	86	131	6	17	23	52	89	141	15	17	32	4	4	Amy Boggs.
What Cheer	9	35	44	1	8	9	20	34	54	1	1	2	4	2	Mattie Meacham.
Wilton Junction	25	27	52	...	..	...	10	27	37	1	6	7	4	3	P. A. McMillen.
Winterset	36	62	98	4	9	13	32	60	92	8	13	21	3	3	Gertrude M. Duff.
Woodbine*	88	142	230	5	6	11	73	101	174	17	17	34	3	3	H. A. Kinney.

*Including normal department.

COUNTY SUPERINTENDENTS OF SCHOOLS.

TERM OF OFFICE—JANUARY, 1898, TO JANUARY, 1900.

COUNTY.	SUPERINTENDENT.	POSTOFFICE.
Adair	†A. A Taylor	Greenfield.
Adams	*I. P. Clark	Corning.
Allamakee	†J. F. Smith	Waukon.
Appanoose	*E. W. Adamson	Centerville.
Audubon	R. C. Spencer	Audubon.
Benton	A. K. Rife	Vinton.
Black Hawk	*W. W. Brittain	Waterloo.
Boone	†B. P. Holst	Boonsboro.
Bremer	F. P. Hagemann	Waverly.
Buchanan	*E. C. Lillie	Independence.
Buena Vista	*J. E. Durkee	Sioux Rapids.
Butler	H. B. Akin	Allison.
Calhoun	†R. W. Murphey	Rockwell City.
Carroll	†J. J. McMahon	Carroll.
Cass	A. J. Burton	Atlantic.
Cedar	*J W. Marker	Tipton.
Cerro Gordo	†Eugene Brown	Mason City.
Cherokee	*Agnes J. Robertson	Cherokee.
Chickasaw	J. A. Bishop	New Hampton.
Clarke	Nellie Richards	Osceola.
Clay	†Mrs. Ellen Reed	Spencer.
Clayton	†Sumner Miller	Guttenberg.
Clinton	*G. U. Gordon	Clinton.
Crawford	A. G. Myers	Denison.
Dallas	*A C. Hutchins	Adel.
Davis	*C. W. Huff	Bloomfield.
Decatur	*J. E. Cummins	Leon.
Delaware	*L. T. Eaton	Manchester.
Des Moines	*M. B. Shaw	Burlington.
Dickinson	†H. A. Welty	Spirit Lake.
Dubuque	†B. J. Horchem	Dubuque.
Emmet	*H. H. Davidson	Estherville.
Fayette	†F. H. Bloodgood	West Union.
Floyd	J I. Martin	Charles City.
Franklin	†Emily Reeve	Hampton.
Fremont	Lee Notson	Sidney.
Greene	†W. E. Jenison	Jefferson.
Grundy	J. T. Grav	Grundy Center.
Guthrie	*C. M. Young	Guthrie Center.
Hamilton	*W F. Cole	Webster City.
Hancock	C. F. Schell	Goodell.
Hardin	C. F. Woodward	Eldora.
Harrison	W. T. Arthur	Logan.
Henry	*Ed. L Roth	Mt. Pleasant.
Howard	*F. A. McPherson	Cresco.
Humboldt	*O. S. Opheim	Humboldt.
Ida	†J. C. Hagler	Ida Grove.
Iowa	T. M. Clevenger	Marengo.
Jackson	*A. F. Kearney	Maquoketa.
Jasper	E. C. Meredith	Newton.

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* Re-elected. † Re-elected more than once.

COUNTY SUPERINTENDENTS OF SCHOOLS—CONTINUED.

TERM OF OFFICE—JANUARY, 1898, TO JANUARY, 1900.

COUNTY.	SUPERINTENDENT.	POSTOFFICE.
Jefferson	*Laura B. Swan	Fairfield.
Johnson	S. D. Whiting	Iowa City.
Jones	†T. J. Cowan	Anamosa.
Keokuk	W. H. Gemmill	Sigourney.
Kossuth	Frank Van Erdewyk	Algona.
Lee	J. S. Stewart	Ft. Madison.
Linn	I. E. Gould	Marion.
Louisa	C. M. Donaldson	Wapello.
Lucas	*C. F. Goltry	Chariton.
Lyon	*L. A. Dailey	Rock Rapids.
Madison	Ed. M. Smith	Winterset
Mahaska	C. A. Kent	Oskaloosa.
Marion	W. F. Crew	Knoxville.
Marshall	J. Morrissey	Marshalltown.
Mills	O. H. Marsh	Glenwood.
Mitchell	W. H. Salisbury	Osage.
Monona	*F. E. Lark	Onawa.
Monroe	Mrs. F. E. McKillip	Albia.
Montgomery	*J. W. Clark	Red Oak.
Muscatine	*J. A. Townsley	Muscatine.
O'Brien	†Ella Seckerson	Primghar.
Osceola	*T. S. Redmond	Sibley.
Page	*H. E. Deater	Clarinda.
Palo Alto	Anna Donovan	Emmetsburg.
Plymouth	I. C. Hise	Le Mars.
Pocahontas	A. W. Davis	Pocahontas.
Polk	J. M Brenton	Des Moines.
Pottawattamie	H. W. Sawyer	Council Bluffs.
Poweshiek	Viola H. Schell	Montezuma.
Ringgold	*J. W. Wilkerson	Mt. Ayr.
Sac	*J. W. Jackson	Sac City.
Scott	A. A. Miller	Davenport.
Shelby	J. B Shorett	Harlan.
Sioux	E. D. Brown	Orange City.
Story	*G. W. Phillips	Nevada.
Tama	*A. L. Speaker	Toledo.
Taylor	*F. E. Crosson	Bedford.
Union	C. M. Peters	Creston.
Van Buren	D. T. Sollenbarger	Keosauqua.
Wapello	†Joseph Parks	Ottumwa.
Warren	†Edd R. Guthrie	Indianola.
Washington	*Cornelia Klass	Washington.
Wayne	*Carrie M. Goodell	Corydon.
Webster	†C. V. Findlay	Fort Dodge.
Winnebago	†L. C. Brown	Forest City.
Winneshiek	*G. O. Haugen	Decorah.
Woodbury	†E. A. Brown	Sioux City.
Worth	†S. B. Toye	Northwood.
Wright	†G. T. Eldridge	Clarion.

* Re-elected. † Re-elected more than once.

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REFERENCE TABLE.

SUPERINTENDENT OF PUBLIC INSTRUCTION.

I	Reynolds	Dec. 20, 1841	Annual report to the legislature.
A	Harlan	Jan. 14, 1848	Special report to the legislature (relates to the 500,000 acre land grant).
II	Benton	Dec. 4, 1848	Biennial report to the legislature.
III	Benton	Dec. 2, 1850	Biennial report to the legislature.
IV	Benton	Dec. 6, 1852	Biennial report to the legislature.
B	Benton	June 6, 1854	Supplemental report to the legislature (land grants and school funds).
V	Eads	Dec. 4, 1854	Biennial report to the legislature.
C	Eads	July 11, 1856	Special report to the legislature (relates to the 5 per cent fund).
VI	Eads	Dec. 1, 1856	Biennial report to the legislature.
VII	Fisher	Nov. 30, 1857	Biennial report to the legislature (new constitution).
VIII	Fisher	Dec. 6, 1858	Biennial report to the board of education.

SECRETARY OF THE BOARD OF EDUCATION.

IX	Benton	Dec. 5, 1859	Biennial report to the board of education.
D	Benton	Jan. 9, 1860	Supplemental report to the legislature.
X	Benton	Dec. 2, 1861	Biennial report to the board of education.
E	Benton	Jan. 30, 1862	Special report to the legislature.
F	Benton	Dec. 9, 1863	Supplemental report to the legislature.
XI	Wiltse and Faville	Dec. 15, 1863	Biennial report to the legislature.

SUPERINTENDENT OF PUBLIC INSTRUCTION.

XII	Faville	Dec. 1, 1865	Biennial report to the legislature.
XIII	Wells	Dec. 6, 1867	Biennial report to the legislature.
XIV	Kissell	Jan. 10, 1870	Biennial report to the legislature.
XV	Kissell	Jan. 1, 1872	Biennial report to the legislature.
XVI	Abernethy	Jan. 13, 1874	Biennial report to the legislature.
XVII	Abernethy	Jan. 11, 1876	Biennial report to the legislature.
XVIII	Von Coelln	Jan. 15, 1878	Biennial report to the legislature.
XIX	Von Coelln	Jan. 13, 1880	Biennial report to the legislature.
XX	Von Coelln	Dec. 31, 1881	Biennial report to the legislature.
XXI	Akers	Sept. 30, 1882	Biennial report to the governor.
XXII	Akers	June 30, 1884	Biennial report to the governor.
XXIII	Akers	June 30, 1886	Biennial report to the governor.
XXIV	Sabin	Sept. 30, 1889	Biennial report to the governor.
XXV	Sabin	Sept. 30, 1891	Biennial report to the governor.
XXVI	Knoepfler	Sept. 30, 1893	Biennial report to the governor.
XXVII	Sabin	Sept. 30, 1895	Biennial report to the governor.
XXVIII	Sabin	Sept. 30, 1897	Biennial report to the governor.

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References—"C. J.," used only in report of William Reynolds, refers to council journal, where the report was printed in full. "Ap." is substituted for the word appendix.

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